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ABSTRACT

With this curriculum guide, teachers can assist secondary students in Alberta (Canada) in meeting the following objectives: develop skills that can be applied in their daily lives, refine career planning skills, develop technology-related skills in food preparation and service, enhance employability skills, and apply and reinforce learning from other subject areas. The curriculum is organized is strands and modules. This guide for the food service strand contains 37 modules that define what a student is expected to know and be able to do. The guide is organized into the following sections: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale, philosophy, and organization; (3) planning for instruction for career and technology and foods courses; (4) curriculum and assessment standards for introductory foods competencies; (5) curriculum and assessment standards for intermediate foods competencies; (6) curriculum and assessment standards for advanced foods competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guide. (KC)

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CAREER & TECHNOLOGY STUDIES

FOODS

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

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Program/Level: Career and Technology Studies/Secondary

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This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended, and is required for implementation. **Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.**

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Outside of Edmonton dial 310-0000 to be connected toll free.

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, ***students*** in CTS ***will***:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

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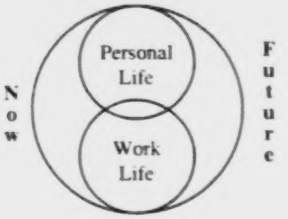
In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

CAREERS



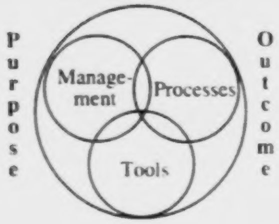
A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

TECHNOLOGY



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
    - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
    - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
    - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
    - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
    - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
    - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

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Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

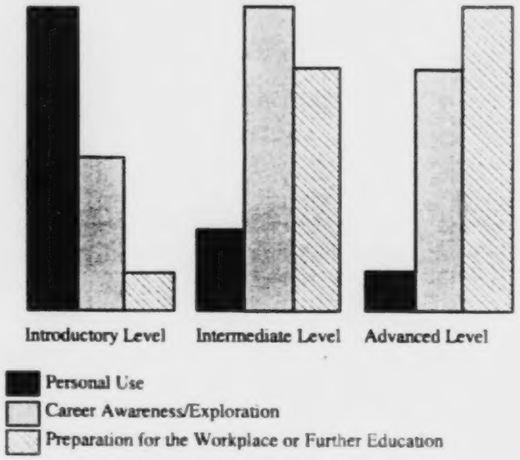
Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

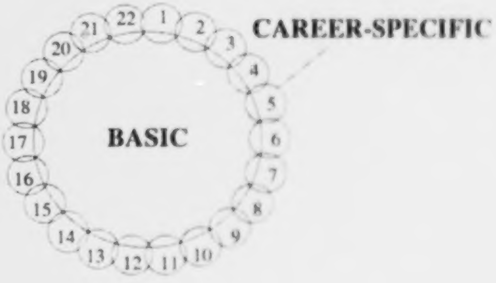
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework*. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ——→——→	☐ ——→——→	☐ ——→——→
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ ——→——→
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ ——→——→
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

***Developmental Framework** • *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

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FOODS

B. STRAND RATIONALE AND PHILOSOPHY

Food is one of our most basic personal needs. In addition, food plays a major role in our family, community and careers. In a constantly changing society, our food needs will be met in an increasing variety of ways.

Aside from its essential role in nutrition, food plays a very important role in the provincial and national economies. In Alberta, the agriculture and food industry, which provides quality food for people in the province and around the world, is a major force in the economy. One of every three jobs in Alberta is related to the agriculture and food industry.

An important part of the food industry in Canada is the food services industry, which employs over 600 000 people. This number is expected to rise to almost 800 000 by the year 2000. Occupations in this industry vary widely, as do educational or training requirements. The industry relies heavily on young people to meet its staffing needs. Nearly 50 per cent of individuals working in food and beverage preparation, and related occupations, are between 15 and 24 years of age. About 30 per cent of the adult population in Canada has spent at least some time working in the food services industry.

By developing basic, integrated and career-specific knowledge, skills and attitudes in the context of foods, students will have the ability to adapt to the challenges of change with increased flexibility and confidence. Foods, a strand in Career and Technology Studies, uses the student-centred process approach, combining thinking processes and concrete experience with as realistic an environment as possible, whether that be in an individual, family or workplace context.

Within the philosophy of Career and Technology Studies, *students* in Foods *will*:

- develop an interest in the broad base of food in such a way that they are motivated to continue practising and learning about foods
- develop an awareness of the nutritional importance of food and its role in physical maintenance and wellness
- develop basic knowledge, skills and attitudes through the preparation of a variety of foods in order to lead richer and more fulfilled lives or to enter the food service industry with increased confidence and success
- practise safe and sanitary food handling, and realize the consequences of failing to do so
- foster an understanding and knowledge of the multicultural richness and varied social customs in the preparation and sharing of food
- develop management skills in the selecting, preparing and servicing of food, and assess the impact these decisions might have on the global community.

STRAND ORGANIZATION

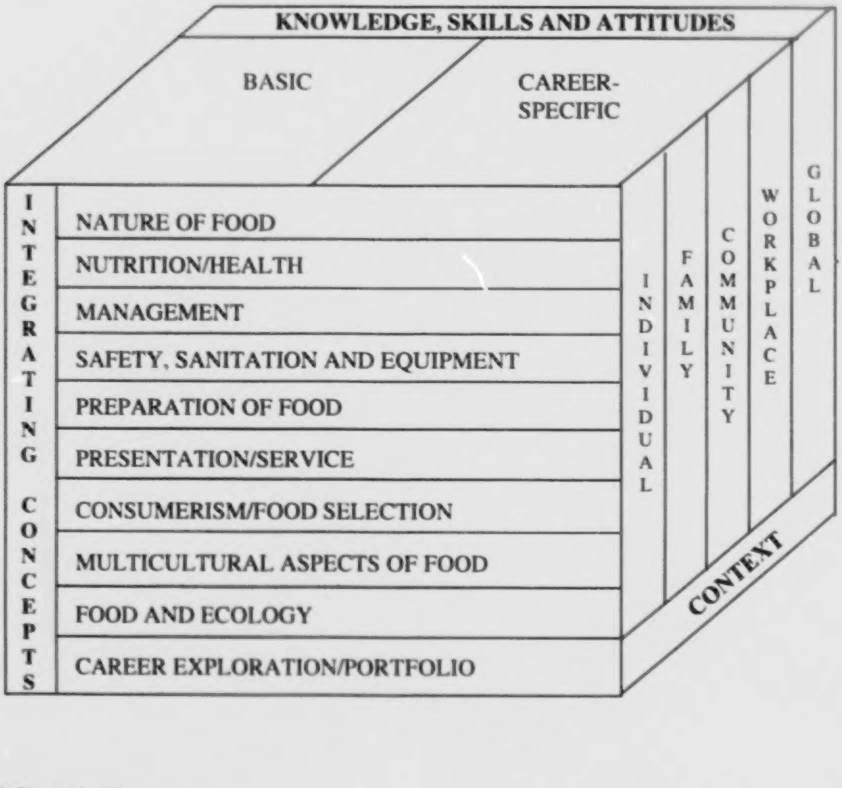
The Foods curriculum development model, below, illustrates the integration of program dimensions. The front face of the cube shows the concepts that are integrated throughout. The themes indicated in the scope and sequence chart provide a framework through which the learning of the knowledge, skills and attitudes may be facilitated. The meaningful, life skill context in which the knowledge, skills and attitudes are applied is shown on the side of the cube. The context provides the relevance according to diverse interests of learners.

THEMES

Foods has major themes on which the modules have been developed:

- nutrition
- preparation and presentation
- management
- social and cultural.

Each theme is based on commonalities within the topics emphasized by the module. Although these are convenient groupings, they should not be seen as exclusive, as the modules in all the themes complement each other. For example, all modules have "management" and "preparation" components to provide hands-on orientation. "Nutritional" considerations and "cultural" applications are integrated whenever appropriate.


KNOWLEDGE, SKILLS AND ATTITUDES
BASIC
CAREER-SPECIFIC
INTEGRATING CONCEPTS
NATURE OF FOOD
NUTRITION/HEALTH
MANAGEMENT
SAFETY, SANITATION AND EQUIPMENT
PREPARATION OF FOOD
PRESENTATION/SERVICE
CONSUMERISM/FOOD SELECTION
MULTICULTURAL ASPECTS OF FOOD
FOOD AND ECOLOGY
CAREER EXPLORATION/PORTFOLIO
INDIVIDUAL
FAMILY
COMMUNITY
WORKPLACE
GLOBAL
CONTEXT

CONCEPTS

Certain concepts important in the Foods strand are integrated throughout the modules. Emphasis varies on the module content and context. These concepts are:

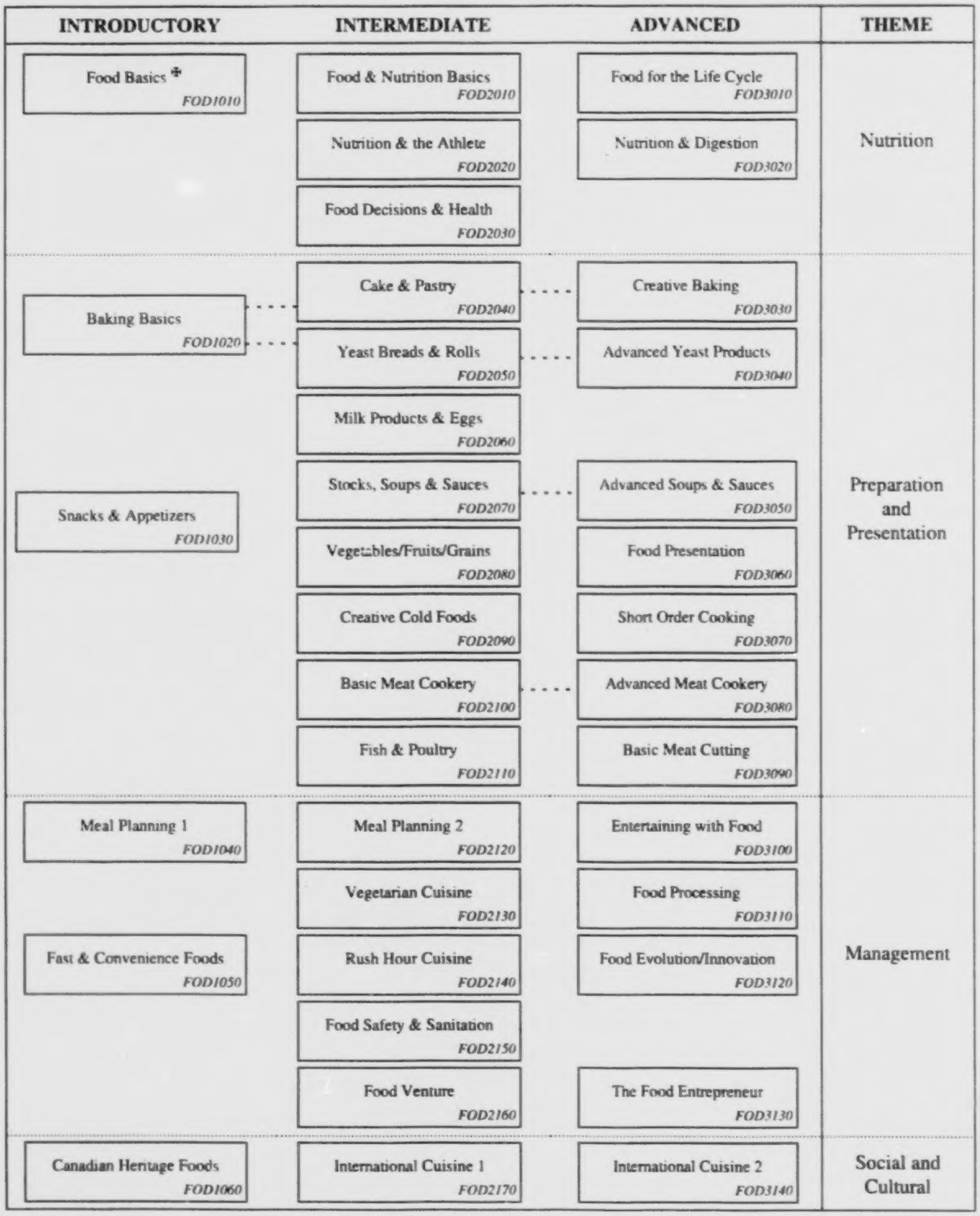
- **Nature of Food**: Students learn how to select, prepare and serve foods. As well, they also understand "why" by learning about the physical and chemical characteristics, composition and structure of food, function of ingredients and principles involved during preparation.
- **Nutrition/Health**: The nutritional importance of food and its role in physical maintenance and wellness is important to all Foods students, with both personal and workplace relevance.
- **Management**: The management process of decision making, problem solving and analyzing is an integral part of all Foods modules. There are extensive opportunities for students to develop management skills in the selection, preparation and service of food.
- **Safety, Sanitation and Equipment**: Students practise safe and sanitary food handling and safe use of equipment in all Foods modules.
- **Preparation of Food/Presentation/Service**: The modules that are within the theme "Preparation and Presentation" emphasize these concepts. However, the modules within the themes "Nutrition, Management and Social/Cultural" also involve food preparation and presentation.
- **Consumerism/Food Selection**: Whenever appropriate, consumerism strategies are included: e.g., evaluating fast food outlets and convenience foods, interpreting laws and labelling relevant to consumers, and developing food selection criteria to assess and compare a variety of food products.
- **Multicultural Aspects of Food**: Three modules specifically target this concept. However, students also have the opportunity to study and experience multicultural foods in many other modules. For example, in Creative Baking, students prepare various specialty desserts representative of the world's great cuisines.
- **Food and Ecology**: Concern for the environment has provided incentive for students to understand ecological issues concerning efficient use of resources in food production, development and use for home and for commercial situations.
- **Career Exploration/Portfolio**: Career exploration is integrated throughout the Foods strand with a focus on adaptability and labour market dimensions rather than on specific occupations. In a rapidly changing society, with labour market dynamics in a state of flux, it is important to give the students an opportunity to assess "what is important now" and "what will be important in the future." A carefully prepared portfolio becomes an invaluable communication tool for students.

LEVELS

As students progress through various modules within the introductory, intermediate and advanced levels, they are provided opportunities to use the management process (decision making, problem solving and analyzing) in a variety of applied learning contexts.

As the students progress from the introductory level to advanced level, it is expected that they become less dependent on the teacher for direction and actively manage their own learning.

At all levels, modules may be combined into relevant courses. At the advanced level, specific modular groupings would facilitate a smooth transition into particular post-secondary or workplace opportunities.



INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Food Basics ✚ *FOD1010*	Food & Nutrition Basics *FOD2010*	Food for the Life Cycle *FOD3010*	Nutrition
	Nutrition & the Athlete *FOD2020*	Nutrition & Digestion *FOD3020*	
	Food Decisions & Health *FOD2030*		
Baking Basics *FOD1020*	Cake & Pastry *FOD2040*	Creative Baking *FOD3030*	Preparation and Presentation
	Yeast Breads & Rolls *FOD2050*	Advanced Yeast Products *FOD3040*	
	Milk Products & Eggs *FOD2060*		
Snacks & Appetizers *FOD1030*	Stocks, Soups & Sauces *FOD2070*	Advanced Soups & Sauces *FOD3050*	
	Vegetables/Fruits/Grains *FOD2080*	Food Presentation *FOD3060*	
	Creative Cold Foods *FOD2090*	Short Order Cooking *FOD3070*	
	Basic Meat Cookery *FOD2100*	Advanced Meat Cookery *FOD3080*	
	Fish & Poultry *FOD2110*	Basic Meat Cutting *FOD3090*	
Meal Planning 1 *FOD1040*	Meal Planning 2 *FOD2120*	Entertaining with Food *FOD3100*	Management
	Vegetarian Cuisine *FOD2130*	Food Processing *FOD3110*	
Fast & Convenience Foods *FOD1050*	Rush Hour Cuisine *FOD2140*	Food Evolution/Innovation *FOD3120*	
	Food Safety & Sanitation *FOD2150*		
	Food Venture *FOD2160*	The Food Entrepreneur *FOD3130*	
Canadian Heritage Foods *FOD1060*	International Cuisine 1 *FOD2170*	International Cuisine 2 *FOD3140*	Social and Cultural

——— Prerequisite - - - - Recommended sequence

✚ Prerequisite to all modules in this strand.

MODULE DESCRIPTIONS

Module FOD1010: Food Basics
Students learn to make wise food choices and to understand recipes, equipment, care in handling food, and the importance of safe and efficient work habits.

Module FOD1020: Baking Basics
Students develop an understanding of basic baking ingredients, by combining them in a variety of ways to make cookies, cakes, muffins and biscuits.

Module FOD1030: Snacks & Appetizers
Students apply the importance of snacking to the way we eat, by making nutritious, as well as delicious, snacks and appetizers.

Module FOD1040: Meal Planning 1
Students begin to develop an understanding of eating and meal requirements through the creative planning, preparing and serving of food.

Module FOD1050: Fast & Convenience Foods
Students consider budget, time, quality of food and food alternatives, by making wise choices in the buying, using and preparing of fast foods and convenience foods.

Module FOD1060: Canadian Heritage Foods
Students become aware of how food in Canada today reflects the country's history and origins, by examining food patterns and customs, and by analyzing and preparing ethnic foods.

Module FOD2010: Food & Nutrition Basics
Students learn which foods are crucial to wellness; how such foods affect current performance and future health; and discover how to choose and prepare nutritious, tasty foods.

Module FOD2020: Nutrition & the Athlete
Students learn to prepare foods that help athletes to meet their training and performance nutritional needs.

Module FOD2030: Food Decisions & Health
Students learn how to balance the energy equation, using strategies for food intake analysis, and by preparing appropriate foods that help the body be the best it can.

Module FOD2040: Cake & Pastry
Students expand their knowledge and skills in the production of a variety of cakes and pastries.

Module FOD2050: Yeast Breads & Rolls
Students describe the role of ingredients and use specialized skills in working with yeast.

Module FOD2060: Milk Products & Eggs
Students develop skills with milk products and eggs, and compare the various products available, what they contribute to cooked foods and how they are best used.

Module FOD2070: Stocks, Soups & Sauces
Students combine stocks with various thickening agents to produce basic stocks, hearty soups and foundation sauces.

Module FOD2080: Vegetables/Fruits/Grains
Students learn about the wide range of vegetable, fruit and grain products available, and how to retain their nutritional value and quality through a variety of cooking methods.

Module FOD2090: Creative Cold Foods
Students learn to combine nutrition and creativity in the preparation of salads and sandwiches.

Module FOD2100: Basic Meat Cookery
Students learn to differentiate between cuts of meat, and apply this to tenderizing and cooking methods.

Module FOD2110: Fish & Poultry
Students learn the nutritional value of fish and poultry and how to select, handle and prepare them.

Module FOD2120: Meal Planning 2
Students learn strategies for planning and creating satisfying meals that accommodate busy schedules or strained budgets.

Module FOD2130: Vegetarian Cuisine
Students learn how to create healthy, wholesome vegetarian diets, by preparing suitable foods in a variety of ways.

Module FOD2140: Rush Hour Cuisine
Students learn unique and quick ways to create nutritious and delicious dishes, using simple ingredients and prepared and convenience foods.

Module FOD2150: Food Safety & Sanitation
Students learn about food-borne illnesses and the importance of food safety and sanitation training for anyone handling food in personal, as well as commercial, applications.

Module FOD2160: Food Venture
Students develop entrepreneurial skills through the planning and creation of a food venture.

Module FOD2170: International Cuisine 1
Students discover other cultures by exploring their cuisine. They learn a variety of international cooking techniques, and use specialized tools to prepare food for a typical day or for a cultural event.

Module FOD3010: Food for the Life Cycle
Students describe how life cycle needs change, and demonstrate how to meet the challenges of each stage, through preparation techniques and the adapting of foods to satisfy all ages.

Module FOD3020: Nutrition & Digestion
Students learn about nutrition and how the body processes food, by appraising current nutritional theories/issues and dietary needs.

Module FOD3030: Creative Baking
Students learn about specialty cakes and pastry products, by selecting and creating various specialty cakes, pastries, desserts and a major baked project, such as a gingerbread house or a wedding cake.

Module FOD3040: Advanced Yeast Products
Students further their skills in the handling of yeast doughs through the preparation of braided breads, fancy dinner rolls, doughnuts, croissants and danishes. Consistency in product quality is emphasized.

Module FOD3050: Advanced Soups & Sauces
Students learn the techniques and ingredients of classic cuisine through the preparation of traditional soups and sauces, and by adapting them for the trend toward lighter eating and nouveau cuisine.

Module FOD3060: Food Presentation
Students develop creativity and flair while learning the techniques of tempting and artistic food presentation.

Module FOD3070: Short Order Cooking
Students develop foundation skills in the preparation and principles underlying short order cookery.

Module FOD3080: Advanced Meat Cookery
Students develop further awareness of the different types of meats available, and of meat cookery, through the preparation of a variety of meat dishes.

Module FOD3090: Basic Meat Cutting
Students gain skills in meat cutting that may be a stepping-stone to a career in the retail or wholesale meat cutting industry.

Module FOD3100 Entertaining with Food
Students plan and prepare food for an event, and develop organizational skills that may be used in the hospitality industry, at home or in entrepreneurial endeavours.

Module FOD3110: Food Processing
Students explore how technology affects our food supply, by using a variety of methods to process fresh foods.

Module FOD3120: Food Evolution/Innovation
Students explore how food has changed and what foods may be eaten in the future, prepare a wide variety of foods, and learn how they evolved.

Module FOD3130: The Food Entrepreneur
Students plan, test and market a food product or products.

Module FOD3140: International Cuisine 2
Students explore, in depth, the cuisine of another country in order to appreciate the richness of its history and culture. They discover its foods, experience traditional cooking methods, and learn about food customs.

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Foods strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunities if offered with the module)
- module parameters
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 12) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following modules in Foods:

- Food Basics
- Fast & Convenience Foods
- Food Venture.

PLANNING FOR FOODS

The following suggestions are provided to assist teachers, school and school system administrators as they plan to deliver modules from the Foods strand.

Sensitive Issues

Instructors will need to be sensitive to and respectful of individual, family, community and cultural values. Topics that may require special considerations include body image, food allergies (celiac), special diet considerations (low salt, diabetes), religious restrictions and personal food choices such as vegetarianism and nontraditional meal patterns.

Related Legislation

Instructors need to be aware of government legislation that is relevant to modules in the Foods strand. Such legislation includes:

- *Public Health Act*
- *Occupational Health and Safety Act*
- Workplace Hazardous Materials Information System (WHMIS)
- *Fire Protection Act*
- waste disposal guidelines
- recycling guidelines.

The instructor can locate legislation at:

- library
- municipal or regional authorities
- Queen's Printer
- various government authorities.

It is the instructor's responsibility to inform students how to comply with legislation and ensure compliance takes place.

Safety

Health promotion and illness/injury prevention are integral concepts integrated throughout the Foods strand. Instructors should make every effort to provide a safe environment for their students. Instructors must also teach the skills necessary to ensure the health and safety of the student.

Qualifications for Module Delivery

Responsibility for instructional planning and delivery of modules in Foods will be assumed by Alberta certified teachers having expertise in the classroom and lab setting.

It is recommended that commercial programs should be delivered by qualified journeyman practitioners.

Selecting Modules

The scope and sequence chart in Section B provides an overview of the Foods modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Foods in Junior High

The introductory modules may be offered at junior high. The number of module learner expectations completed will vary according to time available throughout Grade 7, 8 and 9.

Time Available	Modules
25 hours	• Food Basics
50 hours	• Food Basics • Baking Basics
75–100 hours	add one or more of the following introductory level modules: • Snacks & Appetizers • Meal Planning 1 • Fast & Convenience Foods • Canadian Heritage Foods

Modules may be combined into courses and offered within a school year or over a span of a few years.

Foods in Senior High

In addition to all intermediate and advanced level modules, introductory modules may be offered to senior high students who do not have the competencies identified, particularly for the following introductory modules:

- Food Basics—as it is a prerequisite module
- Baking Basics—as it is a prerequisite module.

Following are a few examples of possible module groupings into sample courses:

3-credit (no previous experience)	• Food Basics • Baking Basics • Milk Products & Eggs
3-credit (strong junior high school transition)	• Food & Nutrition Basics • Milk Products & Eggs • Vegetables/Fruits/Grains
5-credit: personal context commercial context	add two modules to the above groupings; e.g., • Nutrition & the Athlete • Rush Hour Cuisine • Food Safety & Sanitation • Food Venture

Modules could also be grouped into comprehensive courses that emphasize a particular theme.

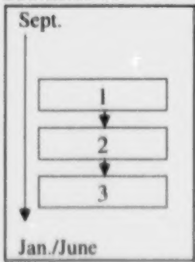
Most modules may be offered in a commercial context to increase the proficiency level of various food preparation techniques; it may be advisable to combine with project modules from the Career Transitions strand.

Organizing for Learning

Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of the Guide).

Modules can be delivered sequentially, concurrently or combined. For example:

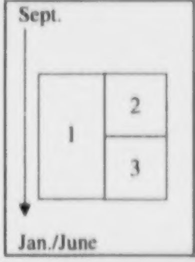
Scenario A



Modules may be taught sequentially, e.g.:

Baking Basics
↓
Cake & Pastry
↓
Creative Baking

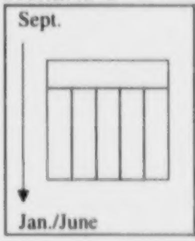
Scenario B



One module, such as Food Safety & Sanitation, may be taught throughout the course (e.g., 20 minutes per class), in conjunction with two other modules.

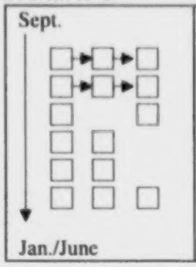
Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



All students take one or two modules together (e.g., Food Basics), then are able to select modules from a menu of modules.

Scenario D



From a list of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs.

Note that project modules from the Career Transitions strand may be combined with modules from Foods to provide increased opportunity for students to develop expertise and refine their competencies. Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Foods.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module FOD1010: Food Basics D.3
Module FOD1020: Baking Basics D.7
Module FOD1030: Snacks & Appetizers D.11
Module FOD1040: Meal Planning 1 .... D.15
Module FOD1050: Fast & Convenience Foods D.19
Module FOD1060: Canadian Heritage Foods D.23

MODULE FOD1010: FOOD BASICS

Level: Introductory

Theme: Nutrition

Prerequisite: None

Module Description: Students learn to make wise food choices and to understand recipes, equipment, care in handling food, and the importance of safe and efficient work habits.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe factors relating to: – food safety – safe handling of tools and equipment	• **concept test** consisting of a minimum of 10 questions in each of the following categories: – safety and hygiene in food preparation – tools and equipment. *Assessment Tool* Discovering Food and Nutrition *(Teacher Resource Binder)* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* *Standard* *80% for lab safety and safe handling of tools and equipment*	10
• demonstrate working knowledge of a food preparation facility	• **practical lab experiences** in which the student will prepare a minimum of four foods from choices provided by the teacher, selecting one from each of the food groups, each of which meets or exceeds the standard indicated. *Assessment Tool* *Lab Assessment: Introductory Level, FODLAB–1* *Product Standard Scorecard: Food Basics, FOD1010–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	60

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MODULE FOD1010: FOOD BASICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate knowledge and skills in the planning, preparing and evaluating of basic foods	• **analysis**: For at least one of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe food choices in relation to *Canada's Food Guide to Healthy Eating*	• **analysis** of his or her one-day food record according to *Canada's Food Guide to Healthy Eating*. *Assessment Tool* *Intake Analysis, FODFIA* The Eating Edge, *Challenge Checklist* Food Focus, *Nutritional Analysis Program* *Standard* *All sections have been completed accurately*	10
• describe the personal relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Introductory Level, FODREF–1* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Safety, Sanitation and Equipment	• practise kitchen safety, including: – prevention of accidents – injury treatment – handling and storage of food	Fires, electric shock, cuts, burns. Burns, electric shock, cuts, poison.
	• demonstrate hygienic routines including personal hygiene and sanitation of equipment and work areas	
	• explain reasons for hygienic food-handling routines	Prevention of food-borne illness, handling, storage and holding foods at safe temperatures, prevention of cross-contamination, loss of job, business closures.
	• identify and correctly interpret hazardous product symbols	WHMIS.
	• demonstrate familiarity with kitchen and lab routines	
	• select and safely use tools and equipment when measuring, preparing, mixing, cooking and serving	Introduce students to proper use of ranges, microwaves, small appliances, tools, correct handling of knives.
Preparation and Presentation	• use accepted recipe language when planning, preparing and evaluating basic foods.	Understand quality, yields and portioning.
Nutrition	• use *Canada's Food Guide to Healthy Eating* as a basis for food choices.	Effect of nutritional status on appearance, athletic ability, mental alertness.

MODULE FOD1010: FOOD BASICS (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Career Exploration/ Portfolio	• investigate career options where skills developed in Food Basics are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the students' beliefs, interests and values? How are these important now? How will they be important in the future?
	• develop a food-related personal action plan.	Examples of action plans might include: – analyze one's own food habits – reduce consumer waste – expand food repertoire – enter recipes on home computer.

MODULE FOD1020: BAKING BASICS

Level: Introductory

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students develop an understanding of basic baking ingredients, by combining them in a variety of ways to make cookies, cakes, muffins and biscuits.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **describe the preparation methods and role of key ingredients in cookies, quick breads and butter cakes**	• **concept test** consisting of questions on: – measuring techniques – safety and correct uses of tools and equipment – function of key baking ingredients – quick bread (muffin, biscuit, creaming and one-bowl shortened cake) methods – types of cookies. *Assessment Tool* Discovering Food and Nutrition *(Teacher Resource Binder)* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	20
• **demonstrate correct preparation methods in the production of a variety of cookies, quick breads and butter cakes** • **demonstrate knowledge and management skills in the planning, preparing and evaluating of basic baked food products**	• **practical lab experiences** in which the student will prepare a minimum of six food products, using the following methods: – one muffin method – one biscuit method – one cake, using either the creaming method or the one-bowl method – two different types of cookies, one of which must use the creaming method – butter cream icing, used with cake or cookies. *Assessment Tool* *Lab Assessment Form: Introductory Level, FODLAB–1* *Product Standard Scorecard: Baking Basics, FOD1020–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	60

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• **analysis**: the student will complete one product analysis for each of the following food products prepared: – cookies – quick bread – butter cake. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All applicable sections have been completed accurately*	10
• **describe the personal relevance of the competencies developed within the module**	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Introductory Level, FODREF–1* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR.* *Standard* *All sections have been completed accurately*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Safety, Sanitation and Equipment	• demonstrate safe and correct use of tools and equipment in the baking area • recognize the need for accuracy in measuring.	Electric mixer, blender, food processor, bread machine.

MODULE FOD1020: BAKING BASICS (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Food	• identify the role of quick breads, cookies, cakes and desserts in the Canadian diet considering nutrition and culture	
	• examine the characteristics and functions of key baking ingredients including:	
	– flours	Bread, all purpose, cake, pastry flours.
	– fats – sugars – eggs – liquids – leavening agents	
	– flavouring agents	Spices, extracts, etc.
	• examine quick breads, categorizing them by their characteristics and preparation techniques: – muffin method – biscuit method – creaming method	
	• differentiate between the main types of cookies	Dropped, rolled, molded, refrigerator, pressed, bar.
	• compare the one-bowl method and the creaming method for shortened cakes.	
Preparation and Presentation	• develop skills and techniques in the preparation of baked products, demonstrating: – accuracy in measuring/scaling – correct mixing procedures – appropriate pan preparation – baking and determining doneness – altering and varying basic recipes according to instructions – compensating for failures and defects	Measuring tools/scales.
	• prepare and evaluate baked products including: – a variety of cookies, employing varied mixing and makeup techniques – a variety of quick breads, including muffins and biscuits	Apply identified standards in product evaluation.

MODULE FOD1020: BAKING BASICS (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation (continued)	*The student should:* – shortened cake – basic butter cream icing • develop skills and techniques in the production and evaluation of simple desserts.	Creaming and/or one-bowl methods. Puddings, custards, gelatin desserts, crumb crusts.
Career Exploration/ Portfolio	• investigate career options where skills developed in Baking Basics are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the students' beliefs, interests and values? How are these important now? How will they be important in the future?

MODULE FOD1030: SNACKS & APPETIZERS

Level: Introductory

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students apply the importance of snacking to the way we eat, by making nutritious, as well as delicious, snacks and appetizers.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **describe factors that affect snack choices** • **describe snacks in relation to the guidelines in *Canada's Food Guide to Healthy Eating***	*Assessment of student achievement should be based on:* • **project** in which student analyzes: – snacking habits of self or a select group of people, considering choices, influences, frequency and social role of snacks – relationship of snacks to *Canada's Food Guide to Healthy Eating* and to wellness – relative nutritional value of various snacks (kilojoules, fat, sugar, fibre and sodium content of snack foods). *Assessment Tool* *Project/Survey: Snacks & Appetizers, FOD1030–1* Food Focus, *Nutritional Analysis Program* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	20

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MODULE FOD1030: SNACKS & APPETIZERS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select, prepare and compare various snacks and appetizers • describe the suitability of a variety of snacks	• **practical lab experiences** in which the student will prepare a minimum of five snack foods representing each of the food groups and the "extra" group. *Assessment Tool* *Lab Assessment: Introductory Level, FODLAB–1* *Product Standard Scorecard: Snacks & Appetizers, FOD1030–2* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	60
	• **analysis**: For at least one of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Introductory Level, FODREF–1* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Food Selection	*The student should:* • describe what constitutes a snack and the extent of snacking in a select group • prepare, conduct and compile a survey to assess snacking habits of a select group: – factors influencing snack choices – frequency of snacking – snack chosen • describe the role of snacks and appetizers in socializing, considering: – friendship – activities – hospitality.	
Nutrition/Health	• describe the positive and negative impacts of snacks on nutrition and wellness.	
Preparation	• prepare and compare a variety of snacks including: – nutritional value – kilocalories, fat, sugar, fibre and sodium – cost – time – skill level required for preparation – suitability – environmental issues.	Hand tools and small kitchen appliances.
Safety, Sanitation and Equipment	• demonstrate skills and techniques for the safe and sanitary handling of tool and equipment used for snack preparation.	
Career Exploration/ Portfolio	• identify career options where skills developed in Snacks & Appetizers are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interest and values? How are these important now? How will they be important in the future?

MODULE FOD1040: MEAL PLANNING 1

Level: Introductory

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students begin to develop an understanding of eating and meal requirements through the creative planning, preparing and serving of food.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify factors influencing food choices • describe factors contributing to successful meal planning • demonstrate the importance of consumer skills in selecting foods for meal planning	• **case study** and/or **concept test** consisting of questions on: – influences on food choices – considerations in planning successful meals – consumer strategies for food selection and purchasing. *Assessment Tool* Discovering Food and Nutrition, *Teacher Resource Binder* Food For Life, *Teacher Resource Binder* *Standard* *50% achieved on case study and/or concept test*	20
• plan, prepare and evaluate healthy meals for varying lifestyles and special occasions	• **practical lab experiences** in which the student, given a predetermined budget and time allotment, will plan, prepare and evaluate four meals: – breakfast – bagged lunch – dinner – special occasion meal. *Assessment Tool* *Lab Assessment: Introductory Level, FODLAB–1* *Product Standard Scorecard: Meal Planning 1, FOD1040–1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	60

MODULE FOD1040: MEAL PLANNING 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• **analysis**: For at least one of the meals prepared, the student will complete an analysis. *Assessment Tool* *Product Analysis, FODPAN* Food Focus, *Nutritional Analysis Program* *Standard* *All sections have been completed accurately*	10
• describe the personal relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Introductory Level, FODREF–1* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Management	• identify factors that affect food choices when selecting foods and planning meals including:	
	– nutrition	
	– human resources	Time, skills, energy.
	– nonhuman resources	Money, equipment. Explain how coordinating meals can save resources. Plan ways to save money in meal preparation.
	– family and/or cultural traditions	

MODULE FOD1040: MEAL PLANNING 1 (continued)

Concept	Specific Learner Expectations	Notes
Management (continued)	*The student should:* – psychological and sociological influences – special dietary needs.	Peer pressure, lifestyle, desire to be thin: bulimia, anorexia, obesity. Diabetes, food allergies.
Consumerism	• describe consumer strategies employed in selection and purchase of foods, considering: – types of food supply stores – store layout – comparative shopping – label information – food grades – food storage facilities.	
Preparation	• plan, prepare and evaluate a breakfast, a bagged lunch, a dinner and a special occasion meal, considering such factors as: – preparing a grocery list – estimating costs – buying and storing foods – managing time – nutrient value of foods and meals – preparation techniques – skill level – availability of tools and equipment – presentation of foods.	Incorporate convenience foods, as appropriate.
Safety, Sanitation and Equipment	• demonstrate skills and techniques for the safe and sanitary handling of tools and equipment.	

MODULE FOD1040: MEAL PLANNING 1 (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	*The student should:* • identify career options where skills developed in Meal Planning 1 are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? How are these important now? How will they be important in the future?

MODULE FOD1050: FAST & CONVENIENCE FOODS

Level: Introductory

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students consider budget, time, quality of food and food alternatives, by making wise choices in the buying, using and preparing of fast foods and convenience foods.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify and compare the variety and availability of fast foods and convenience foods**	• **project** in which the student compares fast food establishments in terms of: – marketing strategies – nutritional value – interpreting packaging information/nutrition labelling – preparation methods employed in production of fast foods and convenience foods – marketplace responses to consumer demands. *Assessment Tool* *Comparison Chart: Fast Food Establishment, FOD1050–1* *Standard* *All sections have been completed accurately*	20
• **prepare various fast foods and simple convenience foods** • **identify decisions, and evaluate food choices, relating to fast foods and convenience foods**	• **practical lab experiences** in which the student will prepare and evaluate the following four forms of fast food and simple convenience foods: – mix – partially prepared food – entirely prepared food – food prepared from scratch. *Assessment Tool* *Lab Assessment: Introductory Level, FODLAB–1* *Product Standard Scorecard: Fast & Convenience Foods, FOD1050–2* *Comparison Chart: Convenience Food, FOD1050–3* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment* *All sections have been completed accurately*	60

MODULE FOD1050: FAST & CONVENIENCE FOODS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• **analysis**: For one of the products prepared, the student will complete a detailed analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* Food Focus, *Nutritional Analysis Program* *Standard* *All sections have been completed accurately*	10
• **describe the personal relevance of the competencies developed within the module**	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Introductory Level, FODREF-1* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR.* *Standard* *All sections have been completed accurately*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student will:	
Consumerism	• examine various commercial fast food outlets, considering: – commercial food philosophy of "eat with your eyes" – competitive advertising and marketing techniques	
	– nutritional value of fast foods	How are commercial outlets improving nutritional value of their products? Why?
	– laws regarding safety and sanitation in commercial food establishments – specialized equipment used in fast food outlets	

MODULE FOD1050: FAST & CONVENIENCE FOODS (continued)

Concept	Specific Learner Expectations	Notes
Consumerism (continued)	*The student will:* • interpret information provided on convenience food packaging • describe requirements for nutritional labelling of convenience foods: – mandatory – voluntary • compare methods of food preparation, considering: – purchase of partially or wholly prepared foods – assembly-line concept – requirements for specialized equipment	
	– advantages and disadvantages	Nutrition, cost, computerization.
	– responses to public pressure.	Environmental, nutritional.
Preparation	• prepare, compare and evaluate a variety of convenience foods:	
	– from mixes	Muffins, cookies, beverages, pizza, cakes.
	– from partially prepared foods	Pizza crusts, burger or chicken patties, vegetarian burgers, fish sticks, cookie dough.
	– from entirely prepared foods	Dinners, perogies, fish and chips, sausage rolls, samosas, doughnuts, croissants.
	– from scratch.	Fried chicken, pizza roll-ups, chicken nuggets.
Safety, Sanitation and Equipment	• demonstrate skills and techniques for the safe and sanitary handling of tools and equipment.	

MODULE FOD1050: FAST & CONVENIENCE FOODS (continued)

Concept	Specific Learner Expectations	Notes
	The student will:	
Career Exploration/ Portfolio	• identify career options where skills developed in Fast & Convenience Foods are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interest and values? How are these important now? How will they be important in the future? Summarize knowledge gained by studying fast foods and convenience foods; come to personal conclusions regarding the role of fast foods and convenience foods in his or her lifestyle.

MODULE FOD1060: CANADIAN HERITAGE FOODS

Level: Introductory

Theme: Social and Cultural

Prerequisite: FOD1010 Food Basics

Module Description: Students become aware of how food in Canada today reflects the country's history and origins, by examining food patterns and customs, and by analyzing and preparing ethnic foods.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe ethnic influences on food and food patterns within the community • describe the significance of food patterns and food customs in Canada's past	*Assessment of student achievement should be based on:* • **project** in which the student: – identifies and describes cultures representative of: • Canada's past • a Canadian geographical region • a defined cultural group in Canada – explains food patterns and customs and their significance. *Assessment Tool* *Research: Canadian Heritage Foods, FOD1060-1* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	20

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MODULE FOD1060: CANADIAN HERITAGE FOODS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and prepare ethnic foods	• **practical lab experiences** in which the student will prepare and evaluate at least three foods to illustrate influences on Canadian cuisine, including a food representative of: – Canada's past – a Canadian geographical region – a defined cultural group in Canada. *Assessment Tool* *Lab Assessment: Introductory Level, FODLAB–1* *Product Standard Scorecard: Canadian Heritage Foods, FOD1060–2* *Standard* *Achieve a minimum performance rating of 1 in applicable areas of assessment*	60
	• **analysis**: For at least one of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Introductory Level, FODREF–1* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD1060: CANADIAN HERITAGE FOODS (continued)

Concept	Specific Learner Expectations	Notes
	The student will:	
Multicultural Aspects of Food	• research and compare food patterns and food customs of early Canadian lifestyles	Resource suggestions: old recipes, community museums, local history books, novels about early Canada.
	• assess and compare the past and the present in terms of:	
	– the availability of foods	
	– constraints and adaptations of resources for provisions of food	Equipment, skills.
	• research regional Canadian food patterns and food customs	
	• identify cultural influence on food patterns and food customs, considering:	
	– religion, beliefs, values	
	– geography, climate of homeland	
	– family arrangements	Role expectations, work patterns.
	– traditions.	Holidays, celebrations, etiquette, meal patterns.
Preparation and Presentation	• plan, prepare and evaluate a variety of early Canadian, regional and/or ethnic Canadian foods, considering:	Resources include guest speakers, exchange students, field trips, demonstrations.
	– equipment used for preparation/service	
	– ingredients	Unique ingredients, dominant flavours, flavour and food combinations.
	– special techniques	Preparation techniques; adaptations because of lack of equipment, lack of ingredients.
	– presentation	Garnishing, table setting (table coverings, special utensils, dishes, table centres or decorations), seating arrangements.
	– styles of service.	Eat-on-the-run, sit down, elders first, smorgasbord.
Safety, Sanitation and Equipment	• demonstrate skills and techniques for safe and sanitary handling of tools and equipment.	

MODULE FOD1060: CANADIAN HERITAGE FOODS (continued)

Concept	Specific Learner Expectations	Notes
Management	*The student will:* • analyze foods/meals prepared considering: – nutrition – cost – preparation time – acceptability of food products.	
Career Exploration/ Portfolio	• identify career options where skills developed in Canadian Heritage Foods are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interest and values? How will they be important in the future?

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Foods.

> Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module FOD2010: Food & Nutrition Basics E.3
Module FOD2020: Nutrition & the Athlete E.9
Module FOD2030: Food Decisions & Health E.15
Module FOD2040: Cake & Pastry E.19
Module FOD2050: Yeast Breads & Rolls E.23
Module FOD2060: Milk Products & Eggs E.27
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Module FOD2080: Vegetables/Fruits/Grains E.37
Module FOD2090: Creative Cold Foods E.43
Module FOD2100: Basic Meat Cookery E.49
Module FOD2110: Fish & Poultry E.53
Module FOD2120: Meal Planning 2 .... E.59
Module FOD2130: Vegetarian Cuisine E.63
Module FOD2140: Rush Hour Cuisine E.69
Module FOD2150: Food Safety & Sanitation E.73
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Module FOD2170: International Cuisine 1 .... E.81

MODULE FOD2010: FOOD & NUTRITION BASICS

Level: Intermediate

Theme: Nutrition

Prerequisite: FOD1010 Food Basics

Module Description: Students learn which foods are crucial to wellness; how such foods affect current performance and future health; and discover how to choose and prepare nutritious, tasty foods.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the interrelationships among food choices, nutrients and wellness	• **concept test** consisting of a minimum of five questions in each of the following categories: – nutrients/foods in *Canada's Food Guide to Healthy Eating* – functions of nutrients in the body – effect of cooking and processing on nutrients – importance of high fibre and low fat diets in ensuring wellness. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Food for Life *(Teacher's Resource)* *Standard* *Correctly answer a minimum of 50% of questions*	20
• describe the importance of high fibre and low fat diets in ensuring wellness	• **analysis** in which the student will: – compare his or her three-day food record to *Canada's Food Guide to Healthy Eating* and to guidelines for fat and fibre consumption to recognize positive eating patterns and to identify possible areas for improvement – develop plans for one day's meals that provide improved fat and increased fibre, and meet *Canada's Food Guide to Healthy Eating* – calculate the percentage of total calories from fat, carbohydrate and protein for at least one food from each food group and one "extra" food. *Assessment Tool* Food Focus, *Nutritional Analysis Program* DINE Healthy, *computerized dietary analysis* *Standard* *Chart must be completed accurately; fibre must exceed 20 grams for the day; and fat must NOT exceed 30% calorie/kilojoule consumption.*	10

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• interpret nutrition information	• **analysis**: the student applies the criteria for reliability of nutrition information in the analysis of a sample of accurate nutrition information, and a sample of misinformation: – interprets nutrition labels from at least two foods. *Assessment Tool* *Nutrition Information Analysis, FODNIA* *Food Label Analysis, FOD2010–1* *Standard* *All sections have been completed accurately*	10
• prepare, compare and analyze a wide variety of high quality nutritional foods	• **practical lab experiences** in which the student prepares a minimum of six foods in order to: – examine the effect of fat content on the acceptability of foods; e.g., types of milk products, cuts of meat – examine the effect of preparation method on the fat content of food – demonstrate at least two palatable lower fat foods – demonstrate two palatable higher fibre foods. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	40
	• **analysis**: For at least one of these products, the student will complete a detailed analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10

MODULE FOD2010: FOOD & NUTRITION BASICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student will:	
Nutrition and Nature of Food	• apply *Canada's Food Guide to Healthy Eating* in the analysis of eating patterns • identify sources and explain functions of the leader nutrients: – water – carbohydrates, proteins and fats – Vitamins A and D – Vitamin C, thiamine, riboflavin and niacin – iron and calcium • relate energy value of foods to the body as an energy balance system • explain the effect of cooking and processing on nutrients • appraise the nutritional adequacy of individual foods, meals and eating patterns	

MODULE FOD2010: FOOD & NUTRITION BASICS (continued)

Concept	Specific Learner Expectations	Notes
	The student will:	
Nutrition and Nature of Food (continued)	• predict the impact on nutritional status of various factors that influence food choices	Uninformed dieting, irregular eating patterns, excessive reliance on fast foods, extremely low fat diets, etc.
	• describe the relationship of lower fat and high fibre diets with wellness, heart disease, cancers, arthritis, obesity and diabetes	
	• explain the risk factors for heart disease with particular reference to the amount and quality of dietary fat and sodium consumption	
	• differentiate between monounsaturated, polyunsaturated and saturated fats and explain their impact on serum cholesterol levels	
	• identify sources and explain the functions of soluble and insoluble fibres.	
Nutrition and Consumerism	• describe indicators of reliable nutrition information	
	• analyze reliable and unreliable nutrition information	
	• analyze misinformation in the area of fat and fibre	Concern over red meats, dairy products.
	• interpret nutrition labelling	
	• compare the fat content of foods	Ice cream versus ice milk, lean versus higher fat cuts of meat.
	• analyze the fibre content of foods.	Whole grains versus processed, legumes, types of bread, etc.

MODULE FOD2010: FOOD & NUTRITION BASICS (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Preparation	*The student will:* • plan, prepare and evaluate foods and meals that meet the recommendations in *Canada's Food Guide to Healthy Eating* • compare the impact on fat content of different preparation and processing methods of a variety of foods • describe the impact of fat and fibre on the sensory qualities of foods • modify recipes, prepare and evaluate to achieve reduced fat and increased fibre.	
Safety, Sanitation and Equipment	• demonstrate skills and techniques for the safe and sanitary handling of tools and equipment.	
Career Exploration/ Portfolio	• describe career options where skills developed in Food & Nutrition Basics are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes)? How are these important now? How will they be important in the future?

MODULE FOD2020: NUTRITION & THE ATHLETE

Level: Intermediate

Theme: Nutrition

Prerequisite: FOD1010 Food Basics

Module Description: Students learn to prepare foods that help athletes to meet their training and performance nutritional needs.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe the role of food and nutrients in athletic performance	*Assessment of student achievement should be based on:* • **concept test** consisting of questions on: – role of *Canada's Food Guide to Healthy Eating*, foods and nutrients in athletic performance – digestion, absorption, metabolism – energy use in the body – role of water in the body – protein and muscle development – athlete's versus non-athlete's nutritional needs – athlete's body composition – nutritional needs during training, pre-event and during the event. *Assessment Tool* Food for Today *(section quizzes, chapter and unit tests)* Food for Life *(Teacher's Resource)* Sport Nutrition for the Athletes of Canada *Workbook for Athletes* *Standard* *Correctly answer a minimum of 50% of questions*	20

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify and describe strategies for achieving optimal nutrition for the athlete**	• **analysis** in which the student will plan meals that satisfy *Canada's Food Guide to Healthy Eating* and meet the athlete's energy requirements and motivational needs with an appropriate balance of carbohydrates, fats and proteins, including: – training diet for three days – precompetition meal eaten at home – precompetition meal eaten "on the road." *Assessment Tool* *Training Diet Assessment/Precompetition Meal Assessment, FOD2020–1* *Standard* *All sections have been completed accurately*	10
• **interpret nutrition information and misinformation directed to the athlete**	• **analysis** in which the student applies established criteria in the analysis of nutrition information directed to athletes. *Assessment Tool* *Nutrition Information Analysis, FODNIA* DINE Healthy, *computerized dietary analysis* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	10
• **select, prepare and evaluate foods that will meet the athlete's needs**	• **practical lab experiences** in which the student prepares foods to satisfy the athlete's food needs for five of the following contexts: – high carbohydrate intake – adequate protein intake – pre-event nutrition – nutrition during event – post-event nutrition – pre-event nutrition when eating "on the road." *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Nutrition & the Athlete, FOD2020–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	40

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MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• **analysis**: For at least three of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• **describe the personal or career relevance of the competencies developed within the module**	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student will:	
Nutrition	• appraise the role of nutrition as a key factor in enhancing athletic performance • relate *Canada's Food Guide to Healthy Eating* to achievement of optimal nutrition • describe the role of digestion, absorption and metabolism in the utilization of nutrients in food • describe the athlete's energy requirements	

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	*The student will:* • relate energy release systems in the body to the nature of physical activity and to nutrient availability, including: – availability and use of glucose and glycogen – aerobic versus anaerobic energy systems – intensity and duration of physical activity – carbohydrate content in the diet – impact of training on energy utilization • relate water loss during exercise to the need for adequate fluid intake in preventing dehydration • explain protein structure and function within the context of muscle development • explain the tendency toward inadequate calcium and iron intakes among certain groups of athletes • compare the nutritional needs of an athlete in training with those of all healthy individuals • describe normal and/or ideal body composition considering the demands of specific activities.	Contact versus endurance sports.
Nutrition and Management	• list and describe the nutrition objectives of the athlete's training diet • list and describe the nutrition objectives of foods immediately before and during competition • compare the impact of short duration and endurance events on the athlete's nutrition needs • appraise and revise strategies for altering energy balance in order to achieve healthy weight loss and weight gain • describe factors that influence the athlete's eating patterns, including: – psychological needs – beliefs, taboos, superstitions – acceptability of food – availability of foods	Competition anxiety. Personal preferences, familiar versus unfamiliar foods Eating "on the road," fast foods, restaurants.

Concept	Specific Learner Expectations	Notes
Nutrition and Management (continued)	*The student will:* • relate the impact of eating patterns to nutritional status • identify methods of maintaining and enhancing nutritional status, within the constraints imposed by various eating patterns.	
Preparation	• plan, prepare and evaluate foods to satisfy athletes needs for: – high carbohydrate intake – adequate protein intake – pre-event nutrition – nutrition during event – post-event nutrition – pre-event nutrition when eating "on the road."	
Food Selection and Consumerism	• compare foods using nutrition labelling • identify criteria for the athlete to use in evaluating nutrition information and misinformation • identify and appraise nutrition information and misinformation directed toward athletes	Advertising that promotes commercial products; e.g., amino acid supplements, sports drinks. Nutritional ergogenic (performance enhancing) aids; e.g., bee pollen. Promotion of diets that eliminate certain foods; e.g., beef, milk.
	• plan, prepare and evaluate foods, snacks, meals and diets for achieving optimal nutrition within various contexts.	High carbohydrate intake, weight loss or weight gain, adequate protein intake for increasing muscle mass, pre-event nutrition, nutrition during an event, post-event nutrition, eating "on the road."
Safety, Sanitation and Equipment	• demonstrate skills and techniques for the safe and sanitary handling of tools and equipment.	

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	*The student will:* • describe career options where skills developed in Nutrition & the Athlete are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2030: FOOD DECISIONS & HEALTH

Level: Intermediate

Theme: Nutrition

Prerequisite: FOD1010 Food Basics

Module Description: Students learn how to balance the energy equation, using strategies for food intake analysis, and by preparing appropriate foods that help the body be the best it can.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the relationships among body image, body composition, wellness and eating disorders • describe strategies for achieving and maintaining healthy body composition	• **project** in which the student: – analyzes three eating disorders in terms of: • factors that influence body image • healthy versus unhealthy body composition – completes a three-day food and activity self-analysis, which demonstrates understanding of: • effect of energy input and energy output on energy balance equation • variables for energy input and energy output • effect of energy balance equation on body weight/composition • realistic goals for weight loss or gain • changes to energy input/output to achieve goals for weight loss or gain. *Assessment Tool* *Research: Food Decisions & Health, FOD2030–1* DINE Healthy, *computerized dietary analysis* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	30
• identify and critique diets and diet aids	• **analysis** in which the student evaluates at least one weight loss program considering short-term and long-term impact on the individual. *Assessment Tool* *Weight Loss Program Analysis, FOD2030–2* *Standard* *All sections have been completed accurately*	10

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MODULE FOD2030: FOOD DECISIONS & HEALTH (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select, prepare and evaluate foods suitable for achieving and maintaining weight loss or weight gain	• **practical lab experiences** in which the student selects, prepares and evaluates at least five foods suitable for weight loss or weight gain demonstrating: – appropriate cooking methods – appropriate ingredients – suitable snack foods. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Food Decisions & Health, FOD2030–3* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	40
	• **analysis**: For at least three of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD2030: FOOD DECISIONS & HEALTH (continued)

Concept	Specific Learner Expectations	Notes
	The student will:	
Nutrition and Health	• identify psychological and social factors that influence body image	Sensitivity is required when discussing topics relating to body image.
	• describe body composition considering the following factors: – health costs of overweight or underweight – body weight versus body composition – methods of measuring body composition – body composition – variables in ideal body composition	Gender, activity (contact sports, ballet).
	• describe body composition and body silhouette	
	• predict the impact on the energy balance equation of changes in energy input and energy output: – evaluate factors influencing energy input – analyze the significance of food patterns in altering energy input	
	– differentiate between factors that affect energy output	Age, body size, gender, basic metabolic rate, physical activity.
	– compare energy output required for different types and levels of physical activity	Anaerobic versus aerobic, high intensity versus low intensity.
	– discuss goals for achieving and maintaining health body composition	
	• analyze personal energy balance equation	
	• differentiate between short- and long-term consequences in the analysis of diets, diet aids and support groups: – formulate and apply criteria for evaluation of diets – compare diet aids with other methods for achieving ideal weight – distinguish aspects of support groups that enhance weight management	
	• describe prevalence and impact of eating disorders on individuals: – differentiate between anorexia nervosa, bulimia and overeating – compare development, recognition and treatment of eating disorders.	

MODULE FOD2030: FOOD DECISIONS & HEALTH (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Preparation	*The student will:* • plan, prepare and evaluate foods or meals to assist with achievement of: – weight loss or weight gain – snacking within the context of weight loss or weight gain • plan, prepare and evaluate the effectiveness of foods in meeting the goals of weight loss or weight gain, considering: – different cooking methods – varying ingredients • evaluate and compare the energy value of a variety of foods.	
Safety, Sanitation and Equipment	• demonstrate skills and techniques for the safe and sanitary handling of tools and equipment.	
Career Exploration/ Portfolio	• describe career options where skills developed in Food Decisions & Health are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2040: **CAKE & PASTRY**

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students expand their knowledge and skills in the production of a variety of cakes and pastries.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the role of cakes and pastries in Canadian cuisine, considering nutrition, cultural and social traditions • describe the function of ingredients in the production of cakes and pastries	• **concept test** consisting of questions on: – nutritive and social value – function of ingredients – mixing methods – quality standards. *Assessment Tool* Food for Today *Testing Program (Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	20
• prepare and evaluate cakes and pastries, demonstrating conventional techniques	• **practical lab experiences** in which the student will produce a minimum of five of the following products, each of which meets or exceeds the standard indicated: – shortened cake using the two-stage method – foam cake – short crust pastry product – choux paste product – puff pastry product – filling, frosting or icing – decorated cake. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Cake, FOD2040–1* *Product Standard Scorecard: Pastry, FOD2040–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	60

MODULE FOD2040: CAKE & PASTRY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• **analysis**: For at least one of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• **describe the personal or career relevance of the competencies developed within the module**	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student will:	
Nutrition/ Multicultural Aspects of Food	• discuss the nutritive value of cakes and pastries, considering: – sugar and fat content – energy value – variances in nutritional value of cakes and pastries • discuss the role of cakes and pastries for social occasions and/or with cultural traditions.	Angel food cake versus shortened cakes.

MODULE FOD2040: CAKE & PASTRY (continued)

Concept	Specific Learner Expectations	Notes
	The student will:	
Nature of Food	• identify the role of key ingredients in the preparation of: – shortened cakes – foam cakes – short crust pastry – choux paste – puff pastry	
	• compare methods of mixing cakes including: – creaming method – two-stage (high-ratio) method – foam cakes	
	• describe methods used in the production of: – short crust pastry – choux paste – puff pastry.	
Preparation	• demonstrate baking skills including: – accuracy in scaling/measurement techniques – correct mixing procedures – correct pan preparation – baking and determining doneness – altering and varying basic recipes – compensating for failures and defects	
	• demonstrate skills and techniques in the production of a cross-section of cakes using a variety of methods including: – two-stage method – foam cakes	Angel food, sponge, chiffon cakes.
	• prepare a variety of fillings, frostings and icings	
	• demonstrate appropriate skills, tools and techniques in the assembly and artistic decoration of a cake	
	• demonstrate skills and techniques in the production of: – a variety of short crust pastry products	Pies and tarts, sweet and savory items with varied ethnic origins.
	– choux paste	Cream puffs, eclairs.

Concept	Specific Learner Expectations	Notes
Preparation (continued)	*The student will:* – puff pastry.	Sweet and savory items, with various ethnic origins.
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and demonstrate safety concerns, both food and equipment, significant to Cake & Pastry.	Commercial: Large mixer, portion scale, oven.
Management	• describe cake and pastry products according to identified quality standards.	
Career Exploration/ Portfolio	• describe career options where skills developed in Cake & Pastry are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2050: YEAST BREADS & ROLLS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students describe the role of ingredients and use specialized skills in working with yeast.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the factors involved in the preparation of yeast products	• **concept test** consisting of questions on: – function of ingredients – steps in production – mixing methods – surface treatments – various yeast dough products – storage and handling *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	20
• prepare and evaluate a variety of yeast products	• **practical lab experiences** in which the student will produce a minimum of four different yeast products including breads, rolls and sweet dough products, each of which meets or exceeds the standard indicated. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Yeast Breads & Rolls, FOD2050–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	60

MODULE FOD2050: YEAST BREADS & ROLLS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• **analysis**: For at least three of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student will:	
Nature of Food	• demonstrate a basic understanding of yeast and the stages involved in the preparation of a variety of yeast products including: – the types of yeast and their use – the correct handling of yeast and doughs – fermentation and proofing	
	• compare yeast products considering: – the proportion of ingredients	Sweet dough versus bread dough.
	– the impact of ingredients on the product	Whole wheat versus white flours. Bread flour versus all purpose.

MODULE FOD2050: YEAST BREADS & ROLLS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food (continued)	*The student will:* • compare mixing methods employed in the preparation of yeast doughs: – traditional method – rapid-mix method – bread machine • compare various surface treatments used with yeast breads and rolls.	Regular yeast. Rapid action yeast. Strains developed specifically for bread machines.
Preparation of Food	• demonstrate baking skills important in the production of yeast breads and rolls including: – accuracy in scaling/measurement techniques – correct mixing procedures – correct pan preparation – baking and determining doneness – altering and varying basic recipes – compensating for failures and defects • demonstrate skills and techniques in the production of a wide variety of yeast breads, rolls and sweet dough products: – various mixing methods – a variety of shaping techniques – various surface treatments.	Sweet dough products such as cinnamon buns, butterhorns.
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Yeast Breads & Rolls.	Commercial: Proofer, bun divider, mixer, oven, scales.
Management	• describe yeast breads, rolls and sweet dough products according to identified quality standards • identify appropriate storage and handling of baked yeast products.	

Concept	Specific Learner Expectations	Notes
	The student will:	
Career Exploration/ Portfolio	• describe career options where skills developed in Yeast Breads & Rolls are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interest and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2060: MILK PRODUCTS & EGGS

Level:	Intermediate
Theme:	Preparation and Presentation
Prerequisite:	FOD1010 Food Basics
Module Description:	Students develop skills with milk products and eggs, and compare the various products available, what they contribute to cooked foods and how they are best used.
Module Parameters:	Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify and compare various milk products, considering nutritive value, processing and handling** • **describe the nutritive value, grading and handling of eggs** • **describe the role of eggs in various cooking applications**	• **concept test** consisting of questions on: – nutritional value of milk products and eggs – various forms of milk products – processing methods for milk products – care, handling and storage of milk products and eggs – specific food safety concerns with milk products and eggs – rationale for, methods and effect of cooking on milk and eggs – functions of eggs in cooking. *Assessment Tool* Food for Today *Testing Program (Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	20
• **demonstrate the principles of milk cookery and egg cookery in the preparation and evaluation of a variety of products**	• **practical lab experiences** in which the student will produce a minimum of five of the following products, each of which meets or exceeds the standard indicated: – cooked milk product; e.g., milk sauce, cream soup or pudding – cooked cheese dish; e.g., cheesecake, macaroni and cheese	60

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* – egg dishes that demonstrate different functions of eggs: • thickening; e.g., quiche, custard sauce • leavening; e.g., foam cake, soufflé • emulsifying; e.g., hollandaise sauce or mayonnaise • binding; e.g., chicken fingers, hamburgers – cooked egg, using moist or dry heat – omelette or variation. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Milk Products & Eggs, FOD2060–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	
	• **analysis**: For at least one of these milk products and one of these egg products, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Learner Expectations	Notes
Nutrition	*The student will:* • identify the nutritional importance of milk and milk products, including: – significant nutrients including calcium, complete protein and vitamins A and D – role of calcium from milk in regulating blood pressure and maintaining integrity of bone mass – role of cheese in decreasing dental caries – problems with lactose intolerance • describe the availability of a wide range of milk products with varying fat levels • describe the composition and nutritional importance of eggs including: – eggs as a source of complete protein – concerns regarding cholesterol.	Osteoporosis. Product development such as "cholesterol-free" eggs.
Nature of Food	• describe the many available milk products including: – key steps in the production and processing of milk products – many forms of milk products • identify principles for milk cookery: – relating milk to principles of protein cookery – accounting for problems that may develop when milk is heated and/or exposed to chemical agents including acids, tannins and salt • describe the process for making cheese	Fortification, homogenization, pasteurization. Fluid, dried, canned, yogurts, ice cream, etc.

MODULE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Learner Expectations	Notes
	The student will:	
Nature of Food (continued)	• identify various types of cheese considering: – nutritional value – milk used to produce – texture (soft, semi-soft, hard, etc.) – country of origin – shape – odour – mouth feel – texture – regional and cultural significance	Cheese texture: • unripened • ripened • ripened semi-soft • semi-soft cured • semi-hard • hard • grating cheeses • process cheeses. Varieties of cheese: • parmesan • gruyere • cheddar • brie • gorgonzola • cream • cottage • oka • port salut • mozzarella • ricotta • blue • camembert
	• identify principles for cheese cookery: – relating cheese to principles of protein cookery – accounting for problems that may develop during cooking	
	• identify principles of egg cookery: – relating eggs to the principles of protein cookery – addressing concerns regarding cooking temperature and prolonged cooking	
	• identify the functions of eggs in cooking, including:	
	– thickening agent	Quiche, liaison.
	– leavening agent	Soufflé.
	– emulsifying agent – binding and/or coating agent.	

MODULE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Learner Expectations	Notes
Preparation	*The student will:* • apply knowledge of milk cookery in the preparation and evaluation of a variety of cooked milk dishes • apply the principles of egg cookery in the preparation of eggs and egg dishes, using dry and moist heat cooking methods • apply the principles of cheese cookery in the preparation of foods containing cheese.	Milk sauces, cream soups.
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Milk Products & Eggs.	Commercial: Double boiler, grater-mechanical, steam-jacketed kettle.
Presentation/Service	• describe the many ways in which cheese and cheese products are used in foods, snacks and menus, highlighting: – proper service of cheese – correct storage of cheese.	
Consumerism	• identify consumer skills for purchasing and consumption of milk products and eggs including understanding of: – grades – appropriate handling and storage – market forms – dating systems – food safety concerns.	

MODULE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Learner Expectations	Notes
	The student will:	
Career Exploration/ Portfolio	• describe career options where skills developed in Milk Products & Eggs are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2070: STOCKS, SOUPS & SAUCES

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students combine stocks with various thickening agents to produce basic stocks, hearty soups and foundation sauces.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the ingredients used in the preparation of white and brown stocks • describe the key thickening and flavouring agents in the production of sauces and soups	• **concept test** consisting of questions on: – role of stocks and sauces in cuisine – ingredients in and preparation of stocks – key thickening agents, uses and methods of preparation – finishing techniques: reduction and straining – ingredients and preparation methods for the four foundation sauces – clear, cream and self-thickened soups – flavouring agents in stocks and soups. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	20
• demonstrate correct techniques in the preparing and safe handling of white and brown stocks • prepare and evaluate clear and cream soups and foundation sauces	• **practical lab experiences** in which the student will produce a minimum of the following products, each of which meets or exceeds the standard indicated: – one of white or brown stock – one each of clear, cream or self-thickened soup – one each of béchamel, velouté, brown, tomato or hollandaise sauce.	60

MODULE FOD2070: STOCKS, SOUPS & SAUCES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Stocks, Soups & Sauces, FOD2070–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	
	• **analysis**: For at least the stock and one of the sauces prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD2070: STOCKS, SOUPS & SAUCES (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	*The student should:* • describe stock including: – basic stock ingredients – preparation of stocks – importance of stock to cuisine • identify thickening agents, including: – roux—white, blond, brown – starch—corn, arrowroot, waxy maize – beurre manié – their function – method of preparation – applications for which they are most suited • describe the finishing techniques of reduction and straining • describe the foundation sauces including: – béchamel, velouté, brown, tomato – key ingredients – methods of preparation – importance of cuisine • describe soups including: – clear soups, such as broths, bouillons, consommés – cream soups – self-thickened soups • identify flavouring agents used in stocks and soups.	White, brown, fish and vegetable. Pureed soups: – studded onion – bouquet garni – miriepoix.
Preparation	• prepare and evaluate a variety of stocks	Using wholesome and appropriate ingredients: – seasonings – bouquet garni – sachet. Correct technique and simmering time. Straining tools and fat-removal techniques. Safe handling practices.

MODULE FOD2070: STOCKS, SOUPS & SAUCES (continued)

Concept	Specific Learner Expectations	Notes
Preparation (continued)	*The student should:* • describe and use convenience stock products • prepare, and use in a variety of applications: – roux – whitewash – cornstarch • prepare and evaluate clear, cream and self-thickened soups	Garnishes and vegetables cut attractively and uniformly. Rich and flavourful. Differences in cooking times. Ingredients not overcooked. Small batch cooking. Correct serving temperature.
	• prepare and evaluate a variety of sauces.	Béchamel, velouté, espagnole, tomato.
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Stocks, Soups & Sauces.	Commercial: Steam kettle, blender/ processes.
Career Exploration/ Portfolio	• describe career options where skills developed in Stocks, Soups & Sauces are particularly important.	What coping skills, attitudes and knowledge have developed? How does this relate to the student's beliefs, interest and values? What competencies have been developed (technical skills, knowledge, attitudes)? How are these important now? How will they be important in the future?

MODULE FOD2080: VEGETABLES/FRUITS/GRAINS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students learn about the wide range of vegetable, fruit and grain products available, and how to retain their nutritional value and quality through a variety of cooking methods.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe vegetable, fruit and grain products in terms of: – variety of types and forms – care, handling and storage – nutritional value – methods and effects of cooking	• **concept test** consisting of questions about vegetables, potatoes, fruits and grain products on: – forms and types (including multicultural) – season, care, handling and storage – grading – rationale, methods and effect of cooking – nutritional value. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	20
• prepare and evaluate vegetable, fruit and grain products, using a variety of cooking methods	• **practical lab experiences** in which the student will demonstrate the following techniques, each of which meets or exceeds the standard indicated: – one moist heat cooking method for vegetables or fruits; e.g., blanching, parboiling, boiling, steaming, braising, stewing – one moist and one dry method of preparing potatoes – two dry heat cooking methods for vegetables or fruits; e.g., baking, sautéing, broiling, deep-frying, stir-frying – one example of microwave cookery of vegetables or fruits	60

MODULE FOD2080: VEGETABLES/FRUITS/GRAINS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* – one rice dish – one pasta dish – preparation of a vegetable, fruit, grain or pasta dish that illustrates an ethnic or regional influence. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Vegetables/Fruits/Grains, FOD2080–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	
	• **analysis**: For at least one of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	

Nature of Food	• differentiate vegetables and fruits into meaningful categories according to:
	– the part of the plant used
	– moisture content
	  • high-moisture, moist-starchy, dry-starchy
	– flavour
	  • mild flavoured
	  • strong flavoured
	– colour (pigmentation)
	  • white—flavones
	  • green—chlorophyll
	  • red—anthocyanins
	  • yellow—carotinoids	

	• identify and classify potatoes into meaningful categories according to: – moisture content – suitability to moist or dry preparation methods – moist and dry preparation techniques	
	• describe the changes that occur in vegetables and fruits when they are subjected to factors such as heat, varying cooking conditions and chemicals	
	• using the above information, identify and demonstrate a repertoire of general rules for vegetables and fruit cookery	
	• describe the history, the ingredients and the production methods used in the making of quality pasta products	
	• inventory the variety in the types of rice	Characteristics, suitability in various recipe applications.
	• describe and evaluate the many market forms of rice available.	

MODULE FOD2080: VEGETABLES/FRUITS/GRAINS (continued)

Concept	Specific Learner Expectations	Notes
Consumerism and Food Selection	*The student should:* • compare the various market forms of vegetable and fruits, demonstrating the correct care, handling and storage in each case • describe the seasonal nature of many vegetables and fruits • interpret the grading system used with fresh, frozen and canned vegetables and fruits.	
Nutrition	• appraise the nutritive value and importance of vegetables, fruits and grains considering: – complex carbohydrates – as rich sources of vitamins and minerals – as sources of fibre – fat content – caloric value.	
Preparation and Presentation	• apply a wide range of moist and dry heat cooking methods in the preparation of fresh, frozen and dried vegetable and fruit dishes • use a variety of cutting techniques in the preparation of fresh vegetables • use a variety of cooking methods in the preparation of potato dishes • use a variety of cooking methods and recipe styles in the preparation of rice and rice dishes • describe pasta varieties through the preparation of pasta dishes such as appetizers, accompaniments or entree courses • devise and use criteria and quality standards for judging cooked vegetable and fruit dishes.	Vegetable cutting techniques: slice, dice, brunoise, julienne, batonnet, paysanne, chateau, concasse, mirepoix, mince, etc. Potatoes: duchesse, château, scalloped, lyonnaise, baked, roast, deep-fried, hash browns, boiled, fondant, macaire.
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Vegetables/Fruits/Grains.	Commercial: Deep fryer, steamer, grill/tilt skillet, steam-jacketed kettle.

Concept	Specific Learner Expectations	Notes
Multicultural Aspects	*The student should:* • describe the many varieties, shapes and ethnic/ regional origins of pasta • demonstrate increased multicultural awareness through the preparation and serving of a variety of vegetable, fruit and grain products.	
Career Exploration/ Portfolio	• describe career options where skills developed in Vegetables/Fruits/Grains are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2090: CREATIVE COLD FOODS

Level:	Intermediate
Theme;	Preparation and Presentation
Prerequisite:	FOD1010 Food Basics
Module Description:	Students learn to combine nutrition and creativity in the preparation of salads and sandwiches.
Module Parameters:	Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **describe salad, salad dressing and sandwich ingredients in terms of:** – **types** – **availability** – **handling** – **nutritional value and nutrition concerns** • **identify and compare the various roles that salads may play in a meal or menu**	*Assessment of student achievement should be based on:* • **concept test** consisting of questions on: – types and components of salads – availability, quality, cost, sensory qualities and types of salad ingredients – ingredients and types of salad dressings – handling and types of bread for sandwiches – safe handling, portioning and alternatives for sandwich fillings – types of sandwiches – management of time and resources in sandwich production – nutritional value and nutritional concerns for salads and sandwiches – presentation of salads and sandwiches. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	20

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MODULE FOD2090: CREATIVE COLD FOODS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare and evaluate a variety of salads, salad dressings and sandwiches, using diverse ingredients	• **practical lab experiences** in which the student will produce and garnish a minimum of eight of the following products, each of which meets or exceeds the standard indicated: – two different salads: appetizer, accompaniment, main course, dessert – two different salad dressings: mayonnaise and classic French or a variation – two different sandwiches, demonstrating moist and dry fillings: • grilled cheese • clubhouse • egg salad • open-faced hot roast beef/turkey sandwich – two different platters: • cheese tray • fruit tray • meat tray • canapé tray. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Creative Cold Foods, FOD2090–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	60
	• **analysis**: For at least one salad, including the dressing and one sandwich, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10

MODULE FOD2090: CREATIVE COLD FOODS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Food	• identify the four parts of a typical salad	Base, body, garnish, dressing.
	• compare various types of salads	Appetizer, accompaniment, main course, dessert.
	• describe salad ingredients, considering: – availability, quality and cost – varying flavours, textures and colours – imported and exotic produce – herbs, fruits, floral blossoms, etc.	Season.
	• describe salad dressings, including: – various oils, vinegars and flavouring agents used in dressings – permanent and temporary emulsions – basic French dressing and derivatives – mayonnaise and derivatives	
	• describe baked products used for sandwiches, considering: – the use of various types of bread – maintaining freshness – using leftover and stale bread	Include ethnic breads.
	• describe the importance of spreads in sandwich preparation	
	• describe sandwich fillings, including: – freshness – safe food handling – portioning of solid and moist fillings – protein alternatives – vegetables	

MODULE FOD2090: CREATIVE COLD FOODS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food (continued)	*The student should:* • describe the variety in types of sandwiches and preparation techniques, considering: – management of time and resources – multicultural influences.	
Nutrition	• compare the nutritive value of various types of salad dressings, considering: – amount and type of fat used in dressings – quantity of dressing used in salads – palatability.	Discuss "light" dressings. Caesar, potato, pasta, Greek, garden, tossed, waldorf salads.
Preparation	• demonstrate the correct handling, washing and storage of salad ingredients, including: – correct procedure for washing greens – "crisping up" wilted produce	

	• prepare, using diverse ingredients, and evaluate a variety of salads including:
	– appetizer salads
	  • caesar
	– accompaniment salads
	  • potato
	  • pasta
	  • coleslaw
	– main course salads
	  • chef
	– dessert salads
	  • fruit
		Salads:
		• caesar
		• potato
		• pasta
		• chef
		• coleslaw
		• fruit
		• spinach
		• jellied
		• marinated

	• prepare basic French dressing and variations, using a variety of oils, vinegars and flavouring ingredients	
	• demonstrate correct procedure in the production of mayonnaise and derivatives: – caesar dressing – thousand island	Mayonnaise: • caesar • thousand island • blue cheese • ranch
	• prepare a variety of sandwiches and fillings, using: – various breads and rolls – solid and moist fillings.	Vinaigrette: • Italian • Greek

MODULE FOD2090: CREATIVE COLD FOODS (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	*The student should:* • demonstrate safe and hygienic work habits when preparing cold foods • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Creative Cold Foods.	Commercial: Grater/slicer—mechanical, meat slicer, mixer, food processor.
Presentation	• demonstrate the appropriate use of various tools in creating garnishes for use with cold foods • demonstrate creativity and flair in the assembly, presentation and garnishing of various salads and sandwiches focusing on: – creating eye appeal and appetizing colour, flavour and texture combinations – efficient use of time and resources.	
Career Exploration/ Portfolio	• describe career options where skills developed in Creative Cold Foods are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2100: BASIC MEAT COOKERY

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students learn to differentiate between cuts of meat, and apply this to tenderizing and cooking methods.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the importance of inspecting and grading of meat • identify and describe the factors that affect the tenderness of meat, both before and as a result of cooking • identify and describe appropriate cooking methods for a wide variety of cuts of meat	• **concept test** consisting of questions on: – safe handling procedures – processing of animal into saleable carcass – grading system – criteria for evaluating meat quality – nutritional value and health concerns with meat – wholesale and retail cuts – factors affecting tenderness of meats – moist and dry heat cooking methods appropriate for a variety of cuts – effect of heat, chemical and mechanical tenderizing on meat. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	20
• prepare and evaluate various cuts of meat, employing moist and dry heat cooking methods • demonstrate safe practices in the handling and preparing of meats	• **practical lab experiences** in which the student will use the following methods in the preparation of meats, each of which meets or exceeds the standard indicated: – two different moist heat methods – two different dry heat methods – one example of chemical tenderizing – one example of mechanical tenderizing. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Basic Meat Cookery, FOD2100–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	60

MODULE FOD2100: BASIC MEAT COOKERY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• **analysis**: For at least one of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Consumerism and Food Selection	• examine the scope and importance of Alberta's meat industry • identify the key steps in transforming the live animal into wholesale and retail cuts • discuss criteria for evaluating meat quality • interpret the grading system for beef.	Including inspection and grading.

MODULE FOD2100: BASIC MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nutrition	• describe the nutritional importance of meat including: – complete protein – varying levels and types of fat – iron • describe current health concerns about meat including: – myths about consumption of red meats – cholesterol.	
Nature of Food	• describe the factors that contribute to the tenderness of meat • describe the key divisions (wholesale cuts) and the retail cuts of the carcass, identifying the degree of tenderness of each cut • describe the effect of heat on liquids, proteins and fats in meat • compare moist and dry heat cooking methods, examining their effect on meat • categorize and describe the various types of dry and moist heat cooking used with meat • explain chemical and mechanical methods of tenderizing meat prior to cooking including: – marinating in acid – enzymative tenderizers – pounding, scoring and grinding.	
Preparation	• prepare various cuts of meat, employing a cross-section of moist and dry heat cooking methods, focusing on: – preserving tenderness in tender cuts – developing tenderness in less tender cuts – maximizing yields – determining portion sizes – achieving optimum flavour and palatability – identifying and achieving correct doneness according to internal temperature	Moist heat methods: • braise, poach, steam, boil, stew. Dry heat methods: • sauté, panfry, deep fry, bake, roast, grill, broil, barbecue Doneness: • blue rare • rare • medium rare • medium • medium well • well

MODULE FOD2100: BASIC MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
Preparation (continued)	*The student should:* • use a variety of chemical and mechanical methods to tenderize meats prior to cooking.	
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Basic Meat Cookery.	Commercial: Oven, boiler, grill, deep fryer, delicater (electric meat tenderizer), portion scale.
Career Exploration/ Portfolio	• describe career options where skills developed in Basic Meat Cookery are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2110: FISH & POULTRY

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students learn the nutritional value of fish and poultry and how to select, handle and prepare them.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the variety of fish and poultry products available, considering: – types, forms and grades – nutritional value – methods and effects of cooking – safe handling and appropriate storage	• **concept test** consisting of questions on: – particular food safety concerns and handling procedures for fish, seafood and poultry – nutritional value of fish and poultry – inspection and grading of poultry products – forms of poultry, fish and seafood – quality criteria for fish and seafood – classify fish and seafood according to skeletal formation, habitat, body shape and fat content – classify poultry as domestic or game – effect of the moist and dry heat cooking methods used with poultry, fish and seafood. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	20
• demonstrate boning, filleting, carving, finishing and presenting techniques, using a variety of fish and poultry products	• **practical lab experiences** in which the student will demonstrate a minimum of four of the following methods in the preparation of fish, seafood and poultry, each of which meets criteria for quality products: – fillet, bone and portion fish and seafood – cut and bone poultry – preparatory skills and techniques to the cooking of fish, seafood and poultry – carving cooked poultry. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Fish & Poultry, FOD2110–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	30

MODULE FOD2110: FISH & POULTRY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare and evaluate a variety of fish and poultry products, using moist and dry cooking methods	• **practical lab experiences** in which the student will demonstrate the following methods in the preparation of fish, seafood and poultry, each of which meets or exceeds the standard indicated: – coating, breading or battering fish, seafood or poultry – one dry heat method for cooking fish or seafood – one moist heat method for cooking fish or seafood – one dry heat method for cooking poultry – one moist heat method for cooking poultry. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Fish & Poultry, FOD2110–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	30
	• **analysis**: For at least one of the fish or seafood and one of the poultry products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD2110: FISH & POULTRY (continued)

Concept	Specific Learner Expectations	Notes
Nutrition	*The student should:* • describe the nutritional value of fish, seafood and poultry, including: – complete protein – amount and type of fat – concerns over cholesterol – effect of preparation method on nutritional value.	Deep-fried versus poached.
Consumerism and Food Selection	• describe the many domestic and game birds available as inspected and graded products in Alberta • compare various poultry products available considering: – grading – forms of poultry – range of convenience products • categorize fish and seafood considering: – important commercial varieties – basic market forms • identify criteria for distinguishing fish and seafood quality and freshness.	Quality standards for fish: • bright eyes • firmness of flesh • colour • odour • gills • scales. Quality standards for shellfish: • odour • mobility • firmness of shell.
Safety and Sanitation and Equipment	• relate the perishable nature of fish, seafood and poultry with safe and sanitary handling practices and the prevention of food-borne illness • demonstrate correct handling and storage procedures for fish and seafood handling: – safeguarding against odour – avoiding cross-contamination • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Fish & Poultry.	Commercial: Deep fryer.

Concept	Specific Learner Expectations	Notes
Nature of Food	*The student should:* • describe the composition and structure of poultry • compare the effect of moist and dry heat cooking methods on various forms of poultry • describe the composition and structure of fish and seafood • compare the effect of moist and dry heat cooking methods on various types of fish and seafood.	
Preparation and Presentation	• demonstrate a variety of skills and techniques preparatory to the cooking of poultry dishes	Cutting and boning; trussing, barding; stuffings and bread dressings; coatings, breadings and batters.
	• demonstrate a repertoire of moist and dry heat cooking methods, highlighting: – methods well suited to poultry – popular preferences – multicultural influences • describe how to determine doneness in cooked poultry (physical characteristics and temperature) • demonstrate appropriate carving and presentation techniques for cooked poultry • use both flat and round fish in the production of ready-to-cook fish products demonstrating: – dressing and filleting – boning – peeling, deveining and seasoning	
	• demonstrate a repertoire of fish and seafood dishes that utilize moist and dry heat cooking methods and reflect traditional and popular dishes from around the world	Moist heat: poach, steam, boil. Dry heat: sauté, fry, bake, grill, broil.
	• use appropriate tests for doneness recognizing the unique nature of fish and seafood	
	• demonstrate varied finishing and presentation techniques for fish and seafood including accompaniments and garnishes: – compound butter – bonne femme – vin blanc – thermodore.	Stuffed and baked whole fish, pan frying, baking, and steaming.

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	*The student should:* • describe career options where skills developed in Fish & Poultry are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2120: MEAL PLANNING 2

Level: Intermediate

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students learn strategies for planning and creating satisfying meals that accommodate busy schedules or strained budgets.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the impact of evolving eating trends on individuals, families and the community	• **analysis:** the student demonstrates understanding of: – internal and external factors that affect eating patterns of the individual, family and community – analyzes the impact of a given eating pattern on a family. *Assessment Tool* *Analysis: Adapting Meal Planning to Lifestyles, FOD2120–1* *Standard* *All sections have been completed accurately*	10
• identify and describe strategies for food planning to accommodate the various needs of individuals and families	• **project** in which the student applies the principles of food planning to develop healthy menus for one week for a family with a selected constraint: – limited budget – limited time – staggered family schedules – eating away from home – limited cooking facilities. *Assessment Tool* *Research: Adapting Meal Planning to Lifestyles, FOD2120–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	30

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MODULE FOD2120: MEAL PLANNING 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **plan, prepare and evaluate foods and meals to accommodate the various needs of individuals and families**	• **practical lab experiences** in which the student selects, prepares and evaluates at least three meals to demonstrate strategies for coping with different limitations including: – limited budget – limited time – staggered family schedules – eating away from home – limited cooking facilities. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Meal Planning 2, FOD2120–3* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	40
	• **analysis**: For at least two of these meals, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• **describe the personal or career relevance of the competencies developed within the module**	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD2120: MEAL PLANNING 2 (continued)

Concept	Specific Learner Expectations	Notes
Consumerism and Food Selection	*The student should:* • describe the relationship eating patterns of individuals and families with factors including: – values and goals – resources – culture – stages in the life cycle • describe the impact on eating patterns of individuals and families of external factors such as: – media – marketplace – availability of foods • differentiate eating patterns that have evolved from lifestyles in the local community • relate eating patterns to psychological, social and cultural needs of individuals, families and communities • compare alternatives for eating out, discussing the various aspects of eating patterns • analyze marketing strategies employed in food stores and/or eating out.	Money, time, skills. Fine dining, family-style restaurants, fast foods, etc.
Nutrition	• analyze whether eating patterns satisfy nutritional needs.	What effect does income have on nutritional value of foods chosen? Compare food choices (and nutritional value) for families of varying socioeconomic status.
Management	• create and appraise meals through application of principles for food planning • devise strategies to enhance flexibility in managing resources and satisfying the food needs of individuals and families • assess his or her own diet through application of principles for food planning	Limited budget, limited time, limited skills.

Concept	Specific Learner Expectations	Notes
Management (continued)	*The student should:* • formulate alternatives for satisfactorily meeting the food needs of individuals and families within the constraints of various eating patterns and lifestyles.	Plan a week of healthy menus within a given budget, e.g., limited budget, limited time, staggered family schedules, living alone, eating away from home.
Preparation	• apply the principles of cookery in the preparation of foods and meals for different limitations.	
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Meal Planning 2.	
Career Exploration/ Portfolio	• describe career options where skills developed in Meal Planning 2 are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2130: VEGETARIAN CUISINE

Level: Intermediate

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students learn how to create healthy, wholesome vegetarian diets, by preparing suitable foods in a variety of ways.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **describe the rationales for various vegetarian eating patterns** • **identify the critical nutritional elements of wholesome vegetarian eating**	• **concept test** consisting of questions on: – spectrum of and motivating factors for vegetarian eating patterns – barriers to wholesome vegetarian eating patterns – protein and protein complementarity – calories, fat, fibre, iron, calcium and Vitamin B_{12} in vegetarian eating patterns – nutritional value, palatability, cost, cooking and uses for tofu and legumes – nutritional value of foods for ovo/lacto and vegan vegetarians – availability, nutritional value, palatability and role of meat substitutes – food selection for eating out with a vegetarian eating pattern – acceptability of foods for vegetarian eating pattern. *Assessment Tool* Food for Today *Section Quizzes* *Standard* *Correctly answer a minimum of 50% of questions*	15
• **describe meal plans suitable to vegetarian eating patterns**	• **project** in which the student develops and analyzes meal plans for ovo/lacto or vegan vegetarians for at least three days. *Assessment Tool* *Analysis: Vegetarian Cuisine, FOD2130–1* *Standard* *All applicable sections have been completed*	15

MODULE FOD2130: VEGETARIAN CUISINE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **prepare and evaluate foods within the context of vegetarian meal planning**	• **practical lab experiences** in which the student prepares, presents and evaluates a minimum of five of the following foods for vegetarian eating patterns, each of which meets criteria for quality products: – dish featuring tofu – main course dish featuring legumes – soup, salad or dip featuring legumes – dish emphasizing milk products – dish emphasizing eggs – "portable" food – soy product. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Vegetarian Cuisine, FOD2130–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	50
	• **analysis**: For at least two of the foods prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• **describe the personal or career relevance of the competencies developed within the module**	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Food	• differentiate between vegetarian eating patterns including: – vegan – ovo – lacto – ovo/lacto – incorporation of vegetarian foods within conventional eating pattern • compare factors that motivate individuals and groups to follow vegetarian eating patterns, including: – traditional dietary patterns – religion – ethical/moral considerations – health concerns – economic • assess barriers to wholesome vegetarian eating patterns, considering: – reliability of nutrition information – palatability – conventional attitudes toward eating patterns – time required for preparation of some pulses.	
Nutrition	• describe the provision of adequate proteins considering factors including: – essential amino acids – non-essential amino acids – protein complementarity – biological value of protein foods • describe the provision of adequate: – Vitamin B_{12} – iron – calcium – calories through vegetarian eating patterns	

MODULE FOD2130: VEGETARIAN CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	*The student should:* • assess the nutritional advantages of vegetarian eating patterns, considering: – fat content – fibre content • analyze tofu as a vegetarian food choice, considering factors including: – nutritional value – palatability – availability – cultural significance – cost • list and evaluate meat substitutes, considering factors including: – availability – nutrition labelling and information – palatability – cost – convenience – need for and role of additives – adaptability to conventional meal patterns • assess alternatives for following a vegetarian food pattern when eating out, considering factors including: – diversity of choice – palatability – reliability of nutrition information – cost.	
Management	• identify strategies for increasing the acceptability of vegetarian foods, considering factors such as: – familiarity of foods and dishes – personal biases about foods – conventional notions about meal planning – sensory appeal foods • adapt meal plans to incorporate vegetarian protein sources.	"Meat and potatoes."

MODULE FOD2130: VEGETARIAN CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	*The student should:* • demonstrate a repertoire of vegetarian foods through selection, planning, preparation, presentation and evaluation of a variety of foods including:	
	– dishes containing tofu	Drinks, stir-fried, in casseroles.
	– dishes containing legumes	Soups, dips, salads, main courses.
	– dishes appropriate for ovo/lacto eating patterns	Quiches, souffles, frittatas, omelets.
	– foods that demonstrate protein complementarity	Nut/bean, grain/bean combinations.
	– "portable" foods appropriate for vegetarian eating patterns	Sandwich fillings, dips.
	– soy product.	
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Vegetarian Cuisine.	
Career Exploration/ Portfolio	• describe career options where skills developed in Vegetarian Cuisine are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2140: RUSH HOUR CUISINE

Level:	Intermediate
Theme:	Management
Prerequisite:	FOD1010 Food Basics
Module Description:	Students learn unique and quick ways to create nutritious and delicious dishes, using simple ingredients and prepared and convenience foods.
Module Parameters:	Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe the influence of lifestyle and resources on the provision of nutritious and satisfying foods • identify and describe alternatives to enhance the ease and speed of food preparation	*Assessment of student achievement should be based on:* • **research project** in which the student analyzes: – effect of lifestyle on eating patterns and nutritional status – use of resources in provision of food – factors influencing use of prepared and convenience foods – three different prepared or convenience foods – a time-saving appliance or piece of equipment. *Assessment Tool* *Research: Rush Hour Cuisine, FOD2140–1* *Comparison: Time-saving Techniques/ Adaptations, FOD2140–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment* *All sections have been completed accurately*	30

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MODULE FOD2140: RUSH HOUR CUISINE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• adapt, prepare and evaluate foods to enhance the ease and speed of preparation	• **practical lab experiences** in which the student prepares, presents and evaluates foods to demonstrate speed and ease of preparation, each of which meets or exceeds the standard indicated including: – three foods demonstrating different techniques using time-saving appliances or equipment – three dishes adapted to incorporate prepared and/or convenience foods. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: Rush Hour Cuisine, FOD2140–3* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	60
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nutrition, Management, Consumerism and Food Selection	*The student should:* • analyze the effect of lifestyle on the eating patterns and the nutritional status of individuals and families • compare alternatives in management of resources of the provision of food • evaluate prepared and convenience foods, considering: – availability – nutritional value – resource use – palatability • describe the role of food additives in prepared and convenience foods • describe technologies employed in the processing of prepared and convenience foods • evaluate equipment and appliances that facilitate food preparation tasks and cooking considering: – comparison with conventional methods/ equipment – function – time and energy savings – cost – versatility.	Equipment, eating out, prepared, convenience foods. Time, money, skill, equipment.
Preparation and Presentation	• describe prepared and convenience foods through application of basic principles of cookery and comparison to conventional foods • modify, prepare and evaluate foods and/or food preparation techniques to satisfy the demands of rush hour cuisine through: – adapting foods and techniques for time-saving appliances and equipment – incorporating prepared and convenience foods	Food processors, microwave, convection ovens. Evaluate for nutrition, resource use and palatability.

MODULE FOD2140: RUSH HOUR CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation (continued)	*The student should:* • demonstrate methods of enhancing the palatability and aesthetic appeal of foods through varied presentation techniques.	
Safety, Sanitation and Equipment	• demonstrate skills and techniques for the safe and sanitary handling of tools and equipment.	
Career Exploration/ Portfolio	• describe career options where skills developed in Rush Hour Cuisine are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2150: FOOD SAFETY & SANITATION

Level: Intermediate

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students learn about food-borne illnesses and the importance of food safety and sanitation training for anyone handling food in personal, as well as commercial, applications.

Note 1: Because of the theoretical emphasis in this module, consideration might be given to complementing it with a more practical or project module.

Note 2: Tourism Studies students may achieve the competencies in this module without participating in preparation.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe the relationships among foods, micro-organisms and food-borne illness • describe measures to prevent food contamination and to control the growth of micro-organisms in food • describe the role of regulatory agencies and safety programs, such as the Workplace Hazardous Materials Information System (WHMIS), in maintaining a safe and sanitary environment	*Assessment of student achievement should be based on:* • **concept test** consisting of questions on: – composition of foods and potential for food-borne illness – growth and reproduction of micro-organisms – risks, types, symptoms and prevention of food-borne illness – food safety procedures for receiving, handling and storage of food and equipment – Workplace Hazardous Materials Information System (WHMIS) – regulatory agencies, legislation and inspection procedures. *Assessment Tool* Professional Cooking *Instructor's Manual* National Sanitation Training Program *Instructor's Manual* *Standard* *Score 65% on assigned questions*	40

MODULE FOD2150: FOOD SAFETY & SANITATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate the safe handling of food in a manner consistent with section 43 of the *Public Health Act* Food Regulation	• **practical lab experiences** in which the student analyzes and/or demonstrates appropriate food safety knowledge, skills and attitudes in: – handling and storing food – preparing food – cooking food – serving food – maintaining an existing quality control program. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Safety and Sanitation Checklist, FODSSC* *Standard* *Meet applicable criteria on FODSSC—a minimum of four times*	50
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD2150: FOOD SAFETY & SANITATION (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	*The student should:* • relate the composition of foods to their potential for food-borne illness, including: – moisture content and pH – foods with natural protective barriers – normal micro-organisms associated with foods.	
Safety, Sanitation and Equipment	• differentiate between enzymes and various micro-organisms, considering: – their potential for causing food spoilage and/or food-borne illness – the useful role played by some of these with foods	Bacteria, yeasts, molds, parasites and viruses.
	• describe growth and reproduction of micro-organisms considering: – hospitable environments – effect of temperature (hot or cold) – effect of pH – presence/absence of oxygen – chemicals	
	• differentiate between food infection and food intoxication	
	• identify significant micro-organisms responsible for food-borne illness, considering: – sources of the micro-organisms – symptoms of food-borne illness	
	• demonstrate control of food contamination and growth of micro-organisms in food through measures including: – personal hygiene – cross-contamination – temperature control – pest and garbage control – cleaning and sanitation of equipment and utensils	Discuss refusing products and avoiding products.
	• identify procedures for receiving, handling and storage of food and equipment	
	• explain the importance of WHMIS.	

MODULE FOD2150: FOOD SAFETY & SANITATION (continued)

Concept	Specific Learner Expectations	Notes
Management	*The student should:* • identify potentially high risk food preparation areas • describe and manage a program of quality controls and assurances, through identification and monitoring of critical control points • describe the role of the public health inspector, federal, provincial and local food regulations and other regulatory legislation.	
Preparation and Presentation	• analyze and/or demonstrate methods of storing, preparing, cooking and serving foods in a safe and sanitary manner.	
Career Exploration/ Portfolio	• describe career options where skills developed in Food Safety & Sanitation are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2160: FOOD VENTURE

Level: Intermediate

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students develop entrepreneurial skills through the planning and creation of a food venture.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the safety issues relating to the preparation of food for a customer	• **concept test** consisting of questions on: – sanitation standards, safe handling practices and appropriate storage of foods – safe use of tools and equipment. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder)* *Standard* *Correctly answer a minimum of 50% of the questions*	15
• show a project plan for a simple food venture	• **project plan:** Alone or as a group, students will plan a food venture including: – description of product/service – description of customer and/or target market – food and/or menu plans – suppliers – initial and operating costs – sales projection – management systems and standards – financial analyses – revisions to the plan based on the strengths and weaknesses identified after implementation of the venture. *Assessment Tool* *Framework for Assessing a Project Plan: Food Venture, FOD2160–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment* *All sections have been completed accurately*	25

MODULE FOD2160: FOOD VENTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare and evaluate food for a food venture	• **practical lab experiences** in which the student selects, prepares, adapts if necessary, presents and evaluates food for the venture. During the production phase, proper food safety and sanitation techniques will be followed and food will consistently meet criteria for quality products. *Assessment Tool* *Product Testing Scorecard: Food Venture, FOD2160–2* *Safety and Sanitation Checklist, FODSSC* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	40
	• **analysis**: For at least one of the products prepared, the student will complete an analysis of the product. *Assessment Tool* *Product Analysis, FODPAN* *Standard* *All sections have been completed accurately*	10
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD2160: FOOD VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	*The student should:* • explain and demonstrate the need for sanitation standards to produce and serve food • demonstrate safe use of tools and equipment • demonstrate safe handling and storage of food including: – shelf life – stock rotation – storage temperatures and conditions – handling and serving precautions.	
Management	• describe existing food ventures within the school and community • research and describe student-directed food venture opportunities • prepare a business plan for a food venture including: – initial cost – operating cost – operating standards – food and/or menu plans – marketing strategies – financing possibilities • devise monitoring procedures for the production of food: – implementing quality controls – monitoring inventory.	Identify the customer. Where are the customers? Motivational strategies.
Ecology	• describe ecological concerns relevant to the food venture.	Packaging materials, recycling, disposables versus reusables, etc.

MODULE FOD2160: FOOD VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	*The student should:* • prepare, evaluate and adapt test foods, considering:	
	– appropriateness to the food venture	Will it keep? Is it appealing to the customer? What are the costs?
	– adaptations necessary for the food venture	Portioning, controls? Adjustments to recipe, methods, etc.?
	– describing standards for the food – packaging and presentation	What will increase the food's appeal? What is the function of the packaging?
	• demonstrate consistency and efficiency in the preparation, presentation/packaging of the food product to the consumer.	
Career Exploration/ Portfolio	• describe career options where skills developed in Food Venture are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE FOD2170: INTERNATIONAL CUISINE 1

Level: Intermediate

Theme: Social and Cultural

Prerequisite: FOD1010 Food Basics

Module Description: Students discover other cultures by exploring their cuisine. They learn a variety of international cooking techniques, and use specialized tools to prepare food for a typical day or for a cultural event.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe the relationship of food to culture • identify and compare the foods of a variety of cultures	*Assessment of student achievement should be based on:* • **research project** in which the student examines and compares a minimum of two international cuisines in terms of: – availability of foods – acceptability of foods – role of food in transmitting culture – food sensibilities – nutritional role of foods by comparing the manner in which two or more cuisines satisfy nutritional needs, considering energy requirements, carbohydrates, protein, fat and two vitamins or minerals. *Assessment Tool* *Research: International Cuisine, FOD2170–1* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	40

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare foods representative of a variety of cultures	• **practical lab experiences** in which the student prepares and presents cultural foods, each of which meets or exceeds the standard indicated including: – preparation techniques characteristic of two cuisines – compares typical foods representative of a minimum of two food groups from two cuisines – two foods from different cuisines to demonstrate the commonality of foods across cultures; e.g., wrapped foods – one dish that represents the symbolic value of food. *Assessment Tool* *Lab Assessment: Intermediate Level, FODLAB–2* *Product Standard Scorecard: International Cuisine, FOD2170–2* *Standard* *Achieve a minimum performance rating of 2 in applicable areas of assessment*	50
• describe the personal or career relevance of the competencies developed within the module	• **module reflection** in which the student will complete one of the following: – *Reflection Log: Intermediate Level, FODREF–2* – *Field Trip Assessment, FODFTA* – *Article or Audio-visual Review, FODAVR* – *Career Research: Intermediate Level, FODCAR–2.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Food Selection and Multicultural Aspects of Food	• describe factors that determine the availability of foods in a variety of cultures including: – climate, geography: staple foods – economy – infrastructure (transportation) – technology – regionalization of foods – food preparation and preservation techniques • describe factors that influence the acceptability of foods in a variety of cultures including: – values – religion – superstitions, taboos, beliefs – history – ethnicity • describe the role of food in transmitting culture including: – significance of food in maintaining traditions – role of food in celebrations – traditional meal patterns – traditional gender roles in acquisition and preparation of foods.	
Nutrition	• compare means by which nutritional needs are met within cultures.	
Preparation and Presentation	• analyze and apply principles of cookery in the preparation of cultural foods • describe food aesthetics within cultures, considering: – seasonings – characteristic food and flavour combinations • demonstrate preparation techniques characteristic of various cultures • describe specialized equipment used in food preparation • compare types of foods found across cultures.	Breads, wrapped foods, etc.

MODULE FOD2170: INTERNATIONAL CUISINE 1 (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	*The student should:* • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to International Cuisine 1.	
Career Exploration/ Portfolio	• describe career options where skills developed in International Cuisine 1 are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? What competencies have been developed (technical skills, knowledge, attitudes). How are these important now? How will they be important in the future?

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Foods.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module FOD3010: Food for the Life Cycle F.3
Module FOD3020: Nutrition & Digestion F.7
Module FOD3030: Creative Baking F.13
Module FOD3040: Advanced Yeast Products F.17
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MODULE FOD3010: FOOD FOR THE LIFE CYCLE

Level:	Advanced
Theme:	Nutrition
Prerequisite:	FOD1010 Food Basics
Module Description:	Students describe how life cycle needs change, and demonstrate how to meet the challenges of each stage, through preparation techniques and the adapting of foods to satisfy all ages.
Module Parameters:	Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **describe the role food plays in the development, enhancement and maintenance of physical, emotional and social wellness throughout the life cycle and for individuals with special needs**	*Assessment of student achievement should be based on:* • **research project** in which the student researches and plans a one-day menu for a minimum of two of the following: – pregnant woman – infant – toddler – senior – diabetic – individual with food allergies – individual with an eating disorder. Menu should include age-appropriate foods to achieve optimum nutrition. *Assessment Tool* *Research: Life Cycle Menu Development, FOD3010–1* DINE Healthy, *computerized dietary analysis* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	40

MODULE FOD3010: FOOD FOR THE LIFE CYCLE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare and evaluate foods for the enhancement of wellness throughout the life cycle	• **practical lab experiences** in which the student prepares and evaluates foods from four of the following situations: – adapt a family meal to incorporate the preparation of baby food – incorporate a food or food-related activity to contribute to a toddler's intellectual or motor development – enhance calcium intake for a pregnant or breastfeeding woman – accommodate a constraint such as homebound, eating for one or dental problems – meet the needs of an individual with special food needs such as diabetes or allergies, etc. – meet the food needs of an individual with challenges related to mobility, dexterity, vision, etc. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Analysis: Special Needs, FODPAS* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment* *All sections have been completed accurately*	40
• identify and describe community nutrition programs	• **research project** in which the student analyzes a community nutrition program. *Assessment Tool* *Research: Community Nutrition Program Analysis, FOD3010–2* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	10
• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10

MODULE FOD3010: FOOD FOR THE LIFE CYCLE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nutrition	*The student should:* • apply basic nutrition concepts in the analysis of food needs at various stages in the life cycle, including: – prenatal development – infants – toddlers – children – adolescents – adults – seniors • appraise the nutritional adequacy of individual foods, meals and eating patterns.	
Management	• describe barriers to adequate nutrition at various stages in the life cycle and formulate plans to improve nutritional status of individuals • devise plans for enhancing the intellectual and physical development of infants and young manipulative • describe the role of feeding in meeting emotional and social needs at various stages in the life cycle • appraise the impact on the individual of social interactions involving food at various stages in the life cycle	Activities such as handling food enhance development of eye/ hand coordination, or gross and small motor development.

MODULE FOD3010: FOOD FOR THE LIFE CYCLE (continued)

Concept	Specific Learner Expectations	Notes
Management (continued)	*The student should:* • describe the role of feeding with the development and maintenance of self-esteem at various stages in the life cycle • outline methods to maintain and enhance emotional and social wellness through food at various stages in the life cycle • research and evaluate community nutrition programs considering: – target group – program rationale – delivery strategies – program effectiveness.	Community kitchens, Meals on Wheels, Nutrition at School programs, Canadian Diabetic Association, health units, community nutritionist, public health nurse, day cares and pre-schools, senior citizen complexes, nursing homes, home economics, human ecology, dietetics.
Preparation and Presentation	• plan, prepare, present and evaluate foods with a view to enhancing physical, psychological and social wellness through food at various stages in the life cycle • adapt foods, food patterns and food preparation techniques to meet particular needs of individuals • describe the physical and emotional effect of dietary restrictions on individuals and their families.	
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Food for the Life Cycle.	
Career Exploration/ Portfolio	• describe career options where skills developed in Food for the Life Cycle are particularly important • describe various occupational and entrepreneurial roles related to this module.	

MODULE FOD3020: NUTRITION & DIGESTION

Level: Advanced

Theme: Nutrition

Prerequisite: FOD1010 Food Basics

Module Description: Students learn about nutrition and how the body processes food, by appraising current nutritional theories/issues and dietary needs.

Note: This module will be appropriate for Community Health students interested in developing understanding of nutrition and digestion. Practical experiences in meeting food needs of various individuals may not require the student to prepare the foods.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **describe the processes of digestion, absorption and metabolism in relation to nutrient composition** • **explain the role of water, minor vitamins and minerals in achieving and maintaining wellness**	*Assessment of student achievement should be based on:* • **concept test** consisting of questions on: – digestion, absorption and metabolism of carbohydrates, fats and proteins and corresponding changes in their structures – chemical structure, fuel factors of carbohydrates, fats and proteins – roles of glucose, glycogen, high- and low-density lipoproteins, complete and incomplete proteins – role of water in the body – functions, sources and deficiency symptoms of: Vitamins E, K, B_6, B_{12}, Folacin, sodium, potassium, phosphorous, iodine, zinc – factors that affect nutrient intake – effect of cooking and processing on nutrients. *Assessment Tool* Food for Today *Testing Program* Food for Life *Teacher Resource* *Standard* *Correctly answer a minimum of 50% of questions*	20

MODULE FOD3020: NUTRITION & DIGESTION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe nutrient intake, food patterns and diet therapies, considering the prevention and management of disease • interpret current nutrition controversies	• **research project** in which the student: – plans meals for a minimum of two days, which achieve the guidelines for carbohydrate, fat and protein intake described in the *Nutrition Recommendations for Canadians* – plans meals for a minimum of one day within the constraints of a selected diet-related disease – interprets nutrition labels from a minimum of three foods representative of three food groups – evaluates a current nutrition controversy or food practice. *Assessment Tool* *Food Label Analysis, FOD2010–1* *Intake Analysis, FODFIA* *Research: Nutrition & Digestion, FOD3020–1* *Nutrition Information Analysis, FODNIA* DINE Healthy, *computerized dietary analysis* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment* *All sections have been completed accurately*	30
• prepare meal plans with specified nutrient composition • prepare and evaluate foods for specified meal plans	• **practical lab experiences** in which the student prepares and evaluates the following foods, each of which meets criteria for quality products: – a food appropriate for dietary management of a diet-related disease – at least three foods selected to improve the intake of different nutrients – a food that demonstrates an acceptable carbohydrate/fat/protein ratio. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Analysis: Special Needs, FODPAS* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment* *All sections have been completed accurately*	40

MODULE FOD3020: NUTRITION & DIGESTION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nutrition	• relate the organs of the digestive system with the physical and chemical breakdown of nutrients • explain the role of enzymes in the digestive process • describe food sources of carbohydrates, fats and proteins and the body's need for these nutrients • relate changes in the structure of carbohydrates, fats and proteins with their digestion, absorption and metabolism • compare fuel factors for carbohydrate, fat and protein • differentiate between monosaccharides, disaccharides and polysaccharides • describe the roles of glucose and glycogen in the body	

MODULE FOD3020: NUTRITION & DIGESTION (continued)

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	*The student should:* • describe the storage of excess energy as fat in the body • differentiate between the impact of high-density and low-density lipoproteins on the health of the heart and blood vessels • differentiate between dietary and serum cholesterol in predicting the risk of heart disease • compare essential and non-essential amino acids • contrast the digestion, absorption and utilization of vitamins and minerals with the energy providing nutrients • describe the role of water in the body • explain the function and identify sources of the minor vitamins: – Vitamin E – Vitamin K – Vitamin B_6 – Vitamin B_{12} – Folacin • relate inadequate intake of these vitamins with deficiency symptoms and/or diseases • explain the function and identify sources of minerals: – sodium – potassium – phosphorous – iodine – zinc • relate inadequate intake of these minerals with deficiency symptoms and/or diseases • identify factors that contribute to inadequate intake of vitamins and minerals.	

MODULE FOD3020: NUTRITION & DIGESTION (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Management	• describe the role of dietary management in various diet-related diseases	Diabetes, food allergies, celiac disease, lactose intolerance, hypertension.
	• assess the psychological and social impact on individuals of adherence to diet therapy	Interview diabetic student.
	• identify strategies for increasing the acceptability of diet therapy to individuals.	
Consumerism	• interpret nutrition labelling	
	• evaluate nutrient content of foods and meal plans according to Recommended Nutrient Intake tables	
	• identify criteria for evaluating nutrition information and misinformation	
	• list and describe current nutrition controversies	Vitamin and mineral supplements, nutrition claims for specific food products, e.g., bee pollen.
	• evaluate given food practices for nutrition implications.	Use of amino acid supplements by athletes.
Preparation and Presentation	• compare the impact of cooking and processing on nutrient content of foods	
	• plan, prepare and evaluate foods and meals: – within the guidelines for carbohydrate, fat and protein intake – within the context of dietary management of diet-related diseases	Community Health students may develop these competencies in settings such as day cares or nursing homes, where they have the opportunity to evaluate the nutrient value and the acceptability and appropriateness of foods without participating in preparation of the foods.
	• prepare and evaluate a variety of foods in order to improve intake of specific nutrients.	Low sodium foods, high protein foods, high fibre foods, lower fat foods, etc.

MODULE FOD3020: NUTRITION & DIGESTION (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	*The student should:* • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Nutrition & Digestion.	
Career Exploration/ Portfolio	• describe career options where skills developed in Nutrition & Digestion are particularly important • describe various occupational and entrepreneurial roles related to this module.	Dietitian, nutritionist, diet consultant, food scientist, home economist, foods teacher.

MODULE FOD3030: CREATIVE BAKING

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students learn about specialty cakes and pastry products, by selecting and creating various specialty cakes, pastries, desserts and a major baked project, such as a gingerbread house or a wedding cake.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **prepare a variety of specialty cakes, pastries and yeast products that emphasize refinement of baking knowledge and skills** • **prepare various specialty desserts, representative of the world's great cuisines** • **demonstrate creativity and flair in the presentation of specialty baking**	• **practical lab experiences** in which the student will prepare a minimum of four specialty baked products, each of which meets criteria for quality products, including: – one specialty cake – one specialty pastry item – one advanced yeast product – one specialty dessert. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Creative Baking, FOD3030–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	40
	• **analysis** of the cost of production of one specialty baked item, including labour and materials costs and a **comparison** to the cost of a similar purchased product. *Assessment Tool* *Product Comparison, FODCOM* *Standard* *All sections have been completed accurately*	10

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MODULE FOD3030: CREATIVE BAKING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare a major project that demonstrates advanced baking skills and creativity in presentation	• **practical lab experience** in which the student will design, produce and evaluate a major project that demonstrates advanced baking skills and creativity in presentation. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Creative Baking, FOD3030–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	40
• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Preparation and Presentation	• prepare and evaluate: – a variety of specialty desserts from the world's classic cuisine – a variety of specialty pastries, cakes, tortes and petite four.	Advanced choux products such as croquembouche, gateau St. Honore; tortes such as sacher torte, dobos tortes; specialties for seasonal celebrations, such as buche de Noel.

MODULE FOD3030: CREATIVE BAKING (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Preparation and Presentation (continued)	• design and create one or more major projects that combine artistry and imagination and build on the foundation of the student's techniques and skills	Project should reflect student's interests and motivations, available resources and expertise. Project may reflect ethnic or multicultural theme. Project suggestions: wedding cake, gingerbread house, or marzipan work.
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Creative Baking.	
Management	• calculate the cost of production of at least one specialty baked item.	Draw on expertise available in and outside of the school. Consider labour, materials, tools, equipment. Compare cost to a similar purchased item.
Career Exploration/ Portfolio	• describe career options where skills developed in Creative Baking are particularly important • describe various occupational and entrepreneurial roles related to this module.	

MODULE FOD3040: ADVANCED YEAST PRODUCTS

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students further their skills in the handling of yeast doughs through the preparation of braided breads, fancy dinner rolls, doughnuts, croissants and danishes. Consistency in product quality is emphasized.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• explain and apply the knowledge and skills necessary to the production of a variety of advanced yeast products	• **concept test** consisting of questions on: – types of yeast and their uses – production stages and appropriate handling techniques – shaping and preparation techniques – standards – troubleshooting solutions. *Assessment Tool* Food for Today *Testing Program (Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* Food Production Principles *Instructor's Guide* *Standard* *Correctly answer a minimum of 50% of questions*	10
• identify multicultural influences on yeast products	• **research project**: Report on typical yeast products within an international cuisine including discussion of ingredients, stages in production and preparation techniques and cultural role of the product. *Assessment Tool* *Research: Advanced Yeast Products, FOD3040–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	10

MODULE FOD3040: ADVANCED YEAST PRODUCTS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare and evaluate various advanced yeast products	• **practical lab experiences** in which the student will prepare at least five of the following advanced yeast products, each of which meets criteria for quality products: – advanced sweet dough – complex braid or roll – whole grain dough – rolled-in dough – deep-fried yeast product – yeast product representative of an international cuisine. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Advanced Yeast Products, FOD3040–2* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	70
• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD3040: ADVANCED YEAST PRODUCTS (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Food	• demonstrate an understanding of principles of preparation of advanced yeast products, including: – types of yeast and their uses – ingredients – correct handling of yeasts and doughs – fermentation and proofing – shaping and preparation techniques for yeast products – standards for yeast products.	Analyze photos from texts, cookbooks to determine techniques and procedures used.
Multiculturalism	• describe yeast products representative of a variety of the world's cuisine.	
Preparation and Presentation	• prepare and evaluate a variety of advanced yeast products: – advanced sweet doughs – complex breads and rolls – one whole grain, multigrain or specialty grain bread or roll – rolled in doughs – deep-fried yeast products • describe the importance of and develop consistency in the production of high quality yeast products through practice • demonstrate skills and techniques in the production of a cross-section of yeast products that reflect multicultural awareness.	Braids and/or rings. Brioche, clover leaf, fans, parkerhouse rolls, etc. Danish/croissant. Doughnuts.
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Advanced Yeast Products.	Commercial: proofer, bun divider, oven, bread slicer.

MODULE FOD3040: ADVANCED YEAST PRODUCTS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	*The student should:* • describe career options where skills developed in Advanced Yeast Products are particularly important • describe various occupational and entrepreneurial roles related to this module.	Compile a portfolio of photos of projects created.

MODULE FOD3050: ADVANCED SOUPS & SAUCES

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students learn the techniques and ingredients of classic cuisine through the preparation of traditional soups and sauces, and by adapting them for the trend toward lighter eating and nouveau cuisine.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify the ingredients and describe the techniques for the production of a complete repertoire of soups, the foundation sauces and their derivatives** • **describe the nutritional implications of various adaptations to soups and sauces**	• **concept testing**: consisting of questions on: – ingredients and techniques for soups and sauces – the structure of sauces – thickening agents – finishing techniques – the foundation sauces and respective derivatives – standards for quality for sauces – adaptations to sauces and soups to satisfy the health-conscious consumer. *Assessment Tool* Professional Cooking *Instructors Manual CH8/9 Test questions* *Standard* *Correctly answer a minimum of 50% of questions asked*	20
• **prepare and evaluate a repertoire of soups, the foundation sauces and their derivatives**	• **practical lab experiences** in which the student will prepare and present the following products: – at least three different soups chosen from: consommés, chowders, cold soups, specialty or ethnic soups – at least one derivative of the following foundation sauces: béchamel, velouté, espagnole, tomato – emulsified butter sauce (hollandaise) and a derivative	70

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MODULE FOD3050: ADVANCED SOUPS & SAUCES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* – at least one soup or sauce that is adapted to the tastes of the health-conscious consumer. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Classic and Nouveau Soups, FOD3050–1* *Product Standard Scorecard: Classic and Nouveau Sauces, FOD3050–2* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	
• **describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices**	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD3050: ADVANCED SOUPS & SAUCES (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Food	• describe the role of sauces in classic and nouveau cuisine	
	• explain the structure of sauces and demonstrate increased understanding of thickening agents including: – beurre manié – arrowroot and tapioca – liaison	
	• demonstrate increased understanding of finishing techniques including: – reduction – deglazing	
	• describe the relationship of foundation sauces with their derivatives	Béchamel—Mornay; Velouté—Curry; Espagnole—Mushroom; Tomato—Creole.
	• describe role of ingredients and preparation techniques for emulsified sauces	Hollandaise and béarnaise.
	• identify standards of quality for sauces	
	• identify key ingredients and production techniques for a cross-section of soups including: – consommés – chowders – cold soups – specialty and ethnic soups	
	• describe ingredients and techniques for adapting sauces and soups to satisfy the health-conscious consumer.	Lower fat sauces; emphasis on creative presentation and reduced quantity of sauces, etc.
Multiculturalism	• demonstrate increased awareness of multicultural influences on the repertoire of sauces and soups.	

MODULE FOD3050: ADVANCED SOUPS & SAUCES (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Preparation and Presentation	• demonstrate understanding and skills in the use of thickening agents and methods, and finishing techniques for the preparation of a wide range of sauces and soups • prepare and evaluate derivatives of each of the foundation sauces: – béchamel – velouté – espagnole – tomato – butter • prepare and evaluate a variety of soups including: – consommés – chowders – cold soups – specialty and ethnic soups • display creativity and flair in the presentation of sauces and soups with appropriate foods, accompaniments and garnishes.	Suggestion for sequencing of labs: Day 1: preparation of stocks for soups and foundation sauces. Day 2: soup or foundation sauce #1. Day 3: derivative of foundation sauce #1. (Use a similar sequence for each foundation and derivative sauce.)
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Advanced Soups & Sauces.	Commercial: Steam jacketed kettle, blender/ processor.
Career Exploration/ Portfolio	• describe career options where skills developed in Advanced Soups & Sauces are particularly important • describe various occupational and entrepreneurial roles related to this module.	

MODULE FOD3060: FOOD PRESENTATION

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students develop creativity and flair while learning the techniques of tempting and artistic food presentation.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the principles of design and their application to the preparation and presentation of foods • identify costs involved in the presentation of foods	• **concept test**: in which the student demonstrates: – understanding of the elements of design – analysis of examples to identify incorporation of elements of design – application of guidelines for appropriate presentation and garnishing of foods – understanding of implications for resources of food presentation and garnishing. *Assessment Tool* Professional Baking *Instructor's Manual* Professional Cooking *Instructor's Manual* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* *Standard* *Correctly answer a minimum of 50% of questions*	20
• demonstrate a variety of techniques for the creative presentation of foods	• **practical lab experiences** in which the student will develop a portfolio of techniques for creative presentation of foods which includes: – two foods or products in which the focus is on the colour and arrangement of individual elements; e.g., fruit tray, dessert or baking tray – six different techniques for cutting, shaping or portioning foods – garnishing and/or presentation techniques for: • hors d'oeuvres • canapés	70

MODULE FOD3060: FOOD PRESENTATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:* – garnishing and/or presentation techniques for at least three of the following groups of foods: • soups • salads • hot vegetables • hot meats • pastas • sauces • desserts. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Food Presentation, FOB3060–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	
• **describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices**	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Design	• explain how attention to the elements of design including: – arrangement – colour – proportion – balance – harmony may enhance food during preparation and presentation	
	• describe guidelines for appropriate garnishing and presentation of foods	Considering temperatures, flavour, etc.
	• describe the elements of design incorporated in the presentation of a wide variety of foods.	Students collect and analyze photos of food to depict each element of design.
Nature of Food	• identify and explain canapés in terms of: – components – varieties – compound butters – bases • identify and explain hors d'oeuvres and appetizers in terms of: – varieties – sauces and dips	Canapés: • Components: base, body, garnish. • Varieties: smoked fish/meats, seafood, caviar, eggs, paté, cream cheese, vegetable/fruit. • Compound Butters: maitre d'hotel, anchovy, lemon, chive/shallots. • Bases: croutons, bouchees, specialty breads, vol au vent, profiteroles. Hors d'oeuvres: • Varieties: rumaki, deep fried, mushrooms, shrimp cocktail, escargots, oyster-glacie.
Preparation and Presentation	• creatively manipulate factors including colour and arrangement to enhance the visual appeal of a variety of foods • identify and demonstrate use of specialized tools for the cutting and shaping of foods as well as for attractively presenting and for portioning foods	Fruit, vegetable, cheese, meat trays, fuit pizza.

MODULE FOD3060: FOOD PRESENTATION (continued)

Concept	Specific Learner Expectations	Notes
	The student should: • demonstrate a range of advanced cutting, slicing, and manipulative techniques in a variety of applications • employ advanced garnishing and preparation techniques in the presentation of foods.	
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Food Presentation.	
Management	• calculate resource costs including: – materials – labour, skill, time – wastage of foods – changes in food value incurred in the preparation and presentation of foods.	
Career Exploration/ Portfolio	• describe career options where skills developed in Food Presentation are particularly important • describe various occupational and entrepreneurial roles related to this module.	Food stylist, food photographer, caterer, personal fulfillment.

MODULE FOD3070: SHORT ORDER COOKING

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students develop foundation skills in the preparation and principles underlying short order cookery.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **identify and apply knowledge of foods prepared, techniques employed and equipment used in the operation of the short order kitchen**	*Assessment of student achievement should be based on:* • **concept test** in which the student demonstrates understanding of: – nutritional concerns – cooking methods and mediums – cooking properties, costs and handling of fats – correct and safe operation of equipment – organization of the short order kitchen – differences between convenience foods and those made from scratch – technological developments in food and equipment. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Professional Cooking *Instructor's Manual* *Standard* *Correctly answer a minimum of 50% of questions asked*	20

MODULE FOD3070: SHORT ORDER COOKING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **demonstrate skills for the safe and efficient operation of the short order kitchen** • **demonstrate the skills and techniques necessary to the preparation and cooking of a large variety of short order items**	• **practical lab experiences** in which the student will demonstrate: – the correct application of at least five cooking methods chosen from: broil/barbecue, poach/steam, grill/griddle, microwave/bake (conventional/convection oven), fry/sauté, deep-fry, toast – preparation and presentation of at least five different short order food items chosen from: sandwiches, breakfast foods, meats, fish/seafood, poultry, potatoes and vegetable and cultural foods – preparation from scratch of a battered or breaded short order item – preparation of one short order convenience food. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Short Order Cooking, FOD3070–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment—A minimum of 5 different cooking methods must be employed*	70
• **describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices**	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD3070: SHORT ORDER COOKING (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	*The student should:* • compare the cooking methods and mediums used by the short order cook including: – poaching – steaming – sautéing – grilling – broiling/barbecuing – deep frying – microwaving – baking • compare fats used in short order cooking, considering cooking properties, nutritional concerns, costs and handling.	
Nutrition	• explain the need for quality food items in the short order kitchen • demonstrate that foods prepared in the short order kitchen can address most nutritional concerns.	
Management	• explain the organization of the short order kitchen in various settings, including hotel kitchens, restaurants, catering and fast food outlets • prepare and compare short order convenience foods with those made from scratch including various potato products and prebreaded and/or prebattered fish, poultry and vegetables • compare short order items and preparation techniques, considering: – time management and resources – nutritional concerns and consumer demands – new developments in food and equipment.	Discuss mise en place: • preparation • organization • being prepared.

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	*The student should:* • prepare and serve short order items applying appropriate cooking methods including: – broil/barbecue – poach/steam – grill/griddle – microwave – oven – fry/sauté – deep fry – toast	
	• prepare, serve and evaluate short order items requiring breading and battering	
	• prepare and evaluate short order items including: – hot and/or cold sandwiches	
	– breakfast foods	Eggs, breakfast meats, fish.
	– meats	Steaks, chops, cutlets, burgers.
	– fish and seafood	
	– poultry	Wings, fingers, cut up.
	– potatoes and vegetables	
	– cultural foods	Pizza, tacos, egg rolls, etc.
	• prepare, serve and evaluate appropriate garnishes and accompaniments for short order items.	
Safety, Sanitation and Equipment	• demonstrate correct and safe use of all equipment used in the short order kitchen including: – steamers – poachers – grills – deep fryers – broilers/barbecues – microwaves	
	– ovens	Convection ovens
	– griddles	
	• demonstrate proper equipment maintenance and cleaning	
	• demonstrate thorough understanding of kitchen sanitation	

MODULE FOD3070: SHORT ORDER COOKING (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment (continued)	*The student should:* • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Short Order Cooking.	
Career Exploration/ Portfolio	• define short order cooking and examine its scope in today's food industry • describe career options where skills developed in Short Order Cooking are particularly important • describe various occupational and entrepreneurial roles related to this module.	Hotel kitchens, restaurants, catering, fast food outlets.

MODULE FOD3080: ADVANCED MEAT COOKERY

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students develop further awareness of the different types of meats available, and of meat cookery, through the preparation of a variety of meat dishes.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **identify the composition and structure of domestic meat products, and select appropriate cooking methods for them** • **identify and describe moist and dry heat cookery methods**	*Assessment of student achievement should be based on:* • **concept test** in which the student demonstrates understanding of: – primal and retail cuts of beef, pork, veal and lamb – tenderness of cuts of beef, pork, veal and lamb – factors that influence tenderness of meats – variety meats including tenderness and appropriate cooking methods – dry and moist heat cooking methods including: roasting, broiling, pan-broiling, frying, griddling, sautéing, braising, pot-roasting, stewing, simmering, poaching and fricasseeing – appropriate cooking methods for specific cuts – criteria for quality cooked meats – techniques for enhancing the palatability of meats cooked by various moist and dry heat methods – methods for determining doneness of cooked meats. *Assessment Tool* Professional Cooking *Instructor's Manual* *Standard* *Correctly answer a minimum of 50% of questions*	20

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MODULE FOD3080: ADVANCED MEAT COOKERY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare and evaluate a wide range of cuts of meat and meat products representative of a cross section of meat species • prepare a meat dish representative of a specific culture	• **practical lab experiences** in which the student will demonstrate a minimum of five of the following methods of meat cookery using at least four different meat types (beef, veal, pork, lamb, goat, variety meats, rabbit). Each product will meet quality criteria: – roasting including preparation of pan gravy or jus – broiling or pan-broiling to meet predetermined doneness – frying, griddling or sautéing, including a finishing technique – stewing – braising or pot-roasting – poaching or fricasseeing – an ethnic meat dish. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Advanced Meat Cookery, FOD3080–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	70
• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD3080: ADVANCED MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Food	• compare cuts of beef, lamb, veal and pork, considering tenderness of the cuts and the factors that influence tenderness of meats • describe tenderness of various variety meats and select appropriate cooking methods for them • describe roasting with preparation and evaluation of meats, emphasizing: – criteria for evaluating quality and determining suitability of meats for roasting – methods for enhancing flavour and palatability – oven and temperature choice – determining doneness, carry-over cooking and satisfying a variety of tastes • describe broiling and pan-broiling focusing on: – suitability of meats for broiling and/or pan-broiling – achieving and determining correct doneness in varied thicknesses of meats – seasoning • describe frying, griddling and sautéing considering: – suitability of meats for frying, griddling and sautéing – various methods of meat preparation – correct temperature and cooking procedures – various finishing techniques • describe suitability of meats for moist heat cooking methods and knowledge of techniques for enhancing palatability of meats cooked by: – braising and pot-roasting – stewing – simmering, fricasseeing and poaching.	

MODULE FOD3080: ADVANCED MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	*The student should:* • prepare, present and evaluate roasted meats, including: – preparing pan gravy and/or jus – stewing – simmering, fricasseeing and poaching • prepare, present and evaluate broiled and/or pan-broiled meats, including: – achieving correct doneness – broiler-marking steaks • prepare, present and evaluate fried, griddled and/or sautéed meats, demonstrating various finishing techniques • prepare, present and evaluate meats using moist heat cooking methods including: – braising or pot-roasting – stewing – fricasseeing and/or poaching.	
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Advanced Meat Cookery.	Commercial: Broiler/grill, delicater (electric meat tenderizer), barbecue, fondue.
Multiculturalism	• describe, through recipe choices and cooking methods, meat dishes from culturally diverse origins.	
Career Exploration/ Portfolio	• describe career options where skills developed in Advanced Meat Cookery are particularly important • describe various occupational and entrepreneurial roles related to this module.	

MODULE FOD3090: BASIC MEAT CUTTING

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students gain skills in meat cutting that may be a stepping-stone to a career in the retail or wholesale meat cutting industry.

Module Parameters: Meat cutting equipment and meat cutting expertise.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **identify the processing and handling practices in the transformation of the carcass into cuts** • **describe the wholesale and retail cuts of various carcasses**	*Assessment of student achievement should be based on:* • **concept test** consisting of questions on: – inspection, grading, aging – tools, equipment and safety practices – food safety concerns and sanitation practices – appropriate handling and storage of meats – bones, meat/muscle seams and seam structures – wholesale and retail cuts of beef, pork, veal and/or lamb – methods of enhancing tenderness and palatability prior to cooking. *Assessment Tool* Professional Cooking *Instructor's Manual* *Standard* *Correctly answer a minimum of 50% of questions*	20

MODULE FOD3090: BASIC MEAT CUTTING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **demonstrate the correct breakdown of beef, pork, lamb and/or veal carcasses into wholesale and retail cuts** • **demonstrate skills in the preparation of meats for cooking** • **demonstrate proficient and safe operation of power and hand tools used by the butcher**	• **practical lab experiences** in which the student will demonstrate meat cutting, packaging and labelling and the achievement of quality products including: – breakdown of at least five different wholesale cuts into retail cuts – three different tied roasts – two different examples of boneless cuts – cubed meat – sliced meat – ground meat. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Basic Meat Cutting, FOD3090–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	70
• **describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices**	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE FOD3090: BASIC MEAT CUTTING (continued)

Concept	Specific Learner Expectations	Notes
Consumerism	*The student should:* • describe criteria for assessing meat quality in order to satisfy consumer demands, including: – inspection and grading processes – methods to enhance tenderness and palatability of meats prior to cooking.	
Nature of Food, Preparation and Presentation	• demonstrate competence in the breakdown of beef, pork, veal and/or lamb carcasses into wholesale, primal, and/or retail cuts including: – identifying bones, meat/muscle seams and seam structures – knife-cutting through muscle seams and bone structure joints – producing saleable retail cuts from block-ready wholesale cuts – employing current meat nomenclature • demonstrate proficiency in meat cutting skills and techniques including: – boning and trimming for retail cuts – tying roasts – dicing, slicing, grinding, tenderizing.	
Safety, Sanitation and Equipment	• explain the need to protect the health of the consumer and maintain the merchandising appeal of meats through: – prevention of food-borne illness – observing and practising safe and hygienic handling skills – employing appropriate storage methods and times for varying cuts • safely and correctly use detergents and sanitizing agents in cleaning work areas, tools and equipment • demonstrate safe use and knowledge of tools and equipment for meat cutting.	Commercial: Power and hand saws, delicater, meat grinder, smoker, sausage maker.

MODULE FOD3090: BASIC MEAT CUTTING (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	*The student should:* • describe career options where skills developed in Basic Meat Cutting are particularly important • describe various occupational and entrepreneurial roles related to this module.	

MODULE FOD3100: ENTERTAINING WITH FOOD

Level: Advanced

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students plan and prepare food for an event, and develop organizational skills that may be used in the hospitality industry, at home or in entrepreneurial endeavours.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe safe food handling procedures involved in large-scale food events	• **concept test** in which student demonstrates understanding of rationale and procedures for ensuring food safety during entertaining, emphasizing large-scale food production, safe transport of foods and monitoring of "danger zone" guidelines during preparation and service. *Assessment Tool* Professional Cooking *Instructor's Manual* Food for Today *Testing Program (Teacher Resource Binder or Testmaker)* *Standard* *Correctly answer a minimum of 80% of questions*	10
• identify and describe the factors of planning and staging an entertainment event that includes food	• **project plan**: Working individually, or as a group, students will plan an entertainment event that includes the selection, planning and preparation of food. Students will document the following factors of planning and staging the event: – identifying parameters – incorporating a theme – developing a budget – testing foods/recipes for appropriateness – planning a menu – developing a management plan – decorating – preparing food – hosting – cleaning up – evaluating the success. *Assessment Tool* *Framework for Assessing a Project Plan: Entertaining with Food, FOD3100–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20

MODULE FOD3100: ENTERTAINING WITH FOOD (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• plan, prepare and evaluate food for an entertainment event	• **practical lab experiences** in which the student prepares and evaluates food for an entertainment event. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Entertaining with Food, FOD3100–2* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	60
• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Safety and Sanitation	• appraise food safety concerns that may arise during handling, preparation and presentation of food for special events, for example: – large-scale food production – safe transport of foods – safe storage of foods – enforcing "danger zone" guidelines during service of foods • describe and resolve equipment safety concerns significant to Entertaining with Food.	

MODULE FOD3100: ENTERTAINING WITH FOOD (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Management	• assess the appropriateness of foods for use on particular occasions, considering factors such as the impact of advance preparation and/or standing time on quality and nutrition of foods	
	• analyze factors that influence the nature of an entertainment event, including: – the occasion – host's lifestyle – available resources – number and age of guests – level of formality	
	• describe conventions associated with entertaining including: – etiquette – responsibilities of host and guest	
	• devise and carry out a management plan for an event, including:	
	– theme	Menu, decorations, invitations, table appointments and centre pieces.
	– resources.	Time, energy, money, equipment, staff and student skills. Develop a budget including food, and other costs including garnishes.
Presentation and Presentation	• plan and prepare a menu for an event by applying the principles of meal planning and food costing	
	• devise and carry out a management plan for an event, including: – food preparation and presentation – hosting responsibilities – food services	Style of service: buffet, family style, continental, blue plate, ethnic styles of service.
	– clean up	Including mobilization of leftovers.
	• evaluate the success of the event and make recommendations for future events.	

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	*The student should:* • describe career options where skills developed in Entertaining with Food are particularly important • describe various occupational and entrepreneurial roles related to this module.	Catering, tourism, hotel, bed and breakfast.

MODULE FOD3110: FOOD PROCESSING

Level: Advanced

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students explore how technology affects our food supply, by using a variety of methods to process fresh foods.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe factors affecting food safety and food spoilage in processed foods • identify and describe various ways of processing and preserving food • identify the impact of technological developments on foods and the food supply	*Assessment of student achievement should be based on:* • **concept test** or **project** in which the student demonstrates understanding of the following concepts: – micro-organisms and prevention of food-borne illness – maintenance of food quality through processing and during storage – function of ingredients, methods and rationale for a minimum of five ways of processing and preserving food – effect of processing on nutritive value of foods – role of food additives – technological developments and their impact on food supply. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker) or* *Framework for Assessing a Project Plan: Food Processing, FOD3110–1* *Standard* *Correctly answer a minimum of 50% of questions* *or* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20

MODULE FOD3110: FOOD PROCESSING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• employ basic technology in the processing and preserving of a wide variety of foods	• **practical lab experiences** in which the student will use five methods to process or preserve a variety of foods, of which one must be a brine or marinade:
	– canning
	– freezing
	– drying
	– brine and pickling (moist and dry)
	– marinades (cooked and instant)
	  • meat
	  • fish
	  • salad
	– jam-making
	– jelly-making.
	Assessment Tool
	Lab Assessment: Advanced Level, FODLAB–3
	Product Standard Scorecard: Food Processing, FOD3110–2
	Standard
	Achieve a minimum performance rating of 3 in applicable areas of assessment
		70

• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Safety, Sanitation and Equipment	• compare the positive and negative impact of micro-organisms and enzymes on foods • distinguish between prevalent micro-organisms responsible for food-borne illness considering: – source of micro-organism – environment favouring growth of micro-organism – causes and symptoms of food-borne illness • compare the mechanics of maintaining food safety and food quality over extended periods of time, for various food processing methods, considering: – impact of processing method on enzymes and micro-organisms – function of ingredients in preservation of foods – significance of packaging materials – appropriate storage conditions and storage time • identify and resolve equipment safety concerns related to Food Processing.	Commercial: Canner, pressure cooker, dehydrator, smoker, vacuum packer.
Nature of Food	• describe the methods and the rationale for processing or preserving foods.	Freezing, pickling, marinating, canning, drying, jam- and jelly-making. • Marinades: cooked and instant, oil and acid, oil and spice, salt and liquid, acid and spice, sweet, dry.
Nutrition	• describe the impact of various food processing methods on the nutritional value of foods.	
Consumerism	• describe food additives and their influence on food and the food supply.	

MODULE FOD3110: FOOD PROCESSING (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Management	• relate small-scale food preservation to the technology employed in commercial food processing	
	• describe the impact technological developments may have on foods and the food supply considering factors such as: – preservation – enhancement of foods – nutritive value – safety issues and concerns	
	• identify and evaluate such technological innovations as: – packaging techniques – production methods – preserving methods.	Tetrapak. Fish farming. Food irradiation.
Preparation and Presentation	• plan, prepare and evaluate processed foods, demonstrating understanding of various processing methods.	Freezing, pickling, marinating, canning, drying, jam- and jelly-making.
Career Exploration/ Portfolio	• describe career options where skills developed in Food Processing are particularly important	
	• describe various occupational and entrepreneurial roles related to this module.	Food science, food research, food vendors; specialty food shops, marketing.

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MODULE FOD3120: FOOD EVOLUTION/INNOVATION

Level: Advanced

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students explore how food has changed and what foods may be eaten in the future, prepare a wide variety of foods, and learn how they evolved.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe the impact of food acquisition on the culture and society in which people live • describe how food patterns, especially those in Canada, have evolved through the interaction of cultures and people • identify relationships among consumers, marketplace and technology as food evolves	*Assessment of student achievement should be based on:* • **concept test** in which the student demonstrates understanding of: – impact on society as changing food acquisition has evolved – historical and cultural influences on the evolution of food – factors that stimulate food innovation – present-day food trends and technological advances in food – consumer acceptance of innovation in foods and food technology – influences on foods of the future. *Assessment Tool* Food for Today Testing Program *(Teacher Resource Binder or Testmaker)* Food for Life *(Teacher's Resource)* *Standard* *Correctly answer a minimum of 50% of questions*	20

MODULE FOD3120: FOOD EVOLUTION/INNOVATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify factors influencing food patterns: past, present and future • prepare and evaluate foods that are examples of food evolution	• **practical lab experiences** in which the student will prepare foods that meet criteria for quality products and represent at least four of the following: – evolution of the ways through which food is acquired (hunted/gathered versus processed) – historical influence on the evolution of food – cultural influence on the evolution of food – evolution of contemporary Canadian cuisine – present-day food trend or technological advance in food – food of the future. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: Food Evolution/ Innovation, FOD3120–1* *Product Comparison FODCOM* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment* *All sections have been completed accurately*	70
• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD3120: FOOD EVOLUTION/INNOVATION (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Multiculturalism	• describe historical influences that have led to interaction of cultures and peoples and consequent evolution of food, including: – exploration – political climate – economic conditions • describe factors that contribute to the evolution of contemporary Canadian cuisine including: – recognition of Native Peoples – profiles of immigrants to Canada • describe influences of one culture on another through planning, preparation and evaluation of a wide variety of foods.	Chinese and Italian pastas demonstrate the influence of Marco Polo. Catherine de Medici brought Italian food to the French court. Columbus brought tomatoes, corn and other Mexican foods to Spain. Cajun and creole foods are influenced by the Acadians in Louisiana. Alberta cuisine reflects waves of immigrants—from the Germans and Ukrainians to Vietnamese to Chileans.
Consumerism	• describe current trends in acquisition of foods in Albertan and Canadian cuisine • describe factors that stimulate food innovation, such as: – technology – supply and demand – profitability – demographics • describe consumer acceptance of innovative foods, including: – needs – values – knowledge – media and advertising.	Poster "Science and Technology Milestones in Food Production" is available from Alberta Agriculture (see Section I–Learning Resources: Additional Sources).

Concept	Specific Learner Expectations	Notes
Food and Ecology	*The student should:* • describe factors that will influence food of the future, including: – ecological concerns – nutrition and health concerns – technological changes – changes in society and values.	Organic farming. Processing techniques. Eating out, cocooning.
Preparation and Presentation	• plan, prepare and evaluate foods to demonstrate evolution in the means through which food is acquired • compare the centrality of food to society in the evolution from hunter/gatherer to farmer to merchant, considering: – acquisition of food – preservation of food – development of culture – social structures • plan, prepare and evaluate foods that represent trends and/or technological advances in food.	Using foods obtained from nature (hunting, berry picking) grinding grain for use in baked products, preservation techniques such as drying and salting. Compare gathered versus processed. Availability and variety of foods, supply and demand in the marketplace, megastores, ethnic stores; trends in restaurants. Sugar and fat substitutes, "engineered foods."
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Food Evolution/ Innovation.	
Career Exploration/ Portfolio	• describe career options where skills developed in Food Evolution/Innovation are particularly important • describe various occupational and entrepreneurial roles related to this module.	Food science, food technology, food design and development, cultural, historical sites.

MODULE FOD3130: THE FOOD ENTREPRENEUR

Level: Advanced

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students plan, test and market a food product or products.

Note: The Food Entrepreneur focuses on development, testing and/or marketing of a food product. Management skills emphasized in "Managing the Venture" will enhance student success in this module.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **identify and describe a variety of food trends** • **identify food ventures within the community** • **identify appropriate regulations and describe procedures for ensuring food safety in the implementation of a particular food venture**	*Assessment of student achievement should be based on:* • **research project** in which the student describes and explains: – trends in food and eating patterns – influences on and acceptance of food trends – food ventures in the community – regulations and procedures for ensuring food safety and for labelling and sale of foods. *Assessment Tool* *Research: The Food Entrepreneur, FOD3130–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	20

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MODULE FOD3130: THE FOOD ENTREPRENEUR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select, plan, prepare and analyze a food venture • show a project plan for a food venture describing the entrepreneurial potential	• **project plan**: Working individually or as a group, students will plan a food venture. Students will document each stage including: – description of product/service – target market – budget – marketing plan – food testing – selection of appropriate packaging – production plan – quality control procedures. *Assessment Tool* *Framework for Assessing a Project Plan: The Food Entrepreneur, FOD3130–2* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	30
• prepare and evaluate food for the venture	• **practical lab experiences** in which the student prepares and evaluates the food for the venture. All food will meet or exceed the criteria for quality products. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: The Food Entrepreneur, FOD3130–3* *Safety and Sanitation Checklist, FODSSC* *Standard* *Achieve a minimum performance rating 3 in applicable areas of assessment* *All sections have been completed accurately*	40
• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **demonstrate basic competencies.**	*Assessment of student achievement should be based on:* • **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Food	• describe trends in foods, considering aspects such as:	
	– origin of foods	Locally produced versus imported; ethnic foods.
	– production methods	
	– processing methods	
	– packaging techniques	
	– nutritional significance	
	– emotive significance of foods	Comfort foods.
	– prestige value.	
Consumerism/ Ecology	• describe trends in eating patterns, considering aspects such as:	
	– traditional meal patterns	
	– percentage of food dollar spend on eating away from home	
	– alternatives for eating out	Fast food, food fairs, fine dining, etc.
	– patterns influenced by social and ecological issues	Environmentalism, global concerns.
	– patterns influenced by health concerns	Vegetarian.
	• inventory factors that contribute to the evolution of food trends, such as:	
	– needs	
	– wants	
	– culture	
	– demographics	Education, income, age.
	– psychographics	Lifestyle, buying habits, attitudes, opinions.
	– geographics	

MODULE FOD3130: THE FOOD ENTREPRENEUR (continued)

Concept	Specific Learner Expectations	Notes
Consumerism/ Ecology (continued)	*The student should:* • relate food trends with psychological, social and cultural needs of individuals and families • describe changes in the last five years including reasons for such changes • predict changes in the coming five years, considering pitfalls and opportunities these trends present.	
Management	• identify food ventures in the community, considering: – food services and/or food products provided – market niche occupied – marketing strategies – criteria for success • propose a food venture, including: – mission statement – food services and/or food products provided – target market – criteria for success • create, carry out and evaluate a marketing plan for a food venture • create, test and adapt a production plan • create and implement quality control procedures • describe financing availability for the venture • assess the strengths and weaknesses of the food venture.	Caterers, restaurants, food stores, specialty food stores, farmers markets. Venture may include cafeteria menu, after school or snack break sales, restaurant catering for school functions or sports events, outside catering (weddings, office parties, etc.). May include layout of kitchen, eating area, etc.
Safety, Sanitation and Equipment	• identify procedures for ensuring food safety • identify food labelling regulations • identify regulations governing the sales of foods • demonstrate procedures for maintaining food safety • identify and resolve equipment safety and sanitation as it pertains to The Food Entrepreneur.	

MODULE FOD3130: THE FOOD ENTREPRENEUR (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	*The student should:* • prepare and package or present food items suitable for the food venture, demonstrating: – efficiency in production – consistency in quality – monitoring and control of inventory • evaluate the success of the food item for the planned venture.	Compare packaging techniques to consumer response Consider taste/ palatability, cost, quality, suitability.
Career Exploration/ Portfolio	• describe career options where skills developed in The Food Entrepreneur are particularly important • describe various occupational and entrepreneurial roles related to this module.	

MODULE FOD3140: INTERNATIONAL CUISINE 2

Level: Advanced

Theme: Social and Cultural

Prerequisite: FOD1010 Food Basics

Module Description: Students explore, in depth, the cuisine of another country in order to appreciate the richness of its history and culture. They discover its foods, experience traditional cooking methods, and learn about food customs.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe the various roles that food plays within a specific culture	*Assessment of student achievement should be based on:* • **research project** in which the student will describe the following concepts: – availability of foods including climate, geography, economy, infrastructure, technology, staple foods, regionalization of foods – acceptability of foods, including social structure, values, religion, beliefs, history, ethnicity – role of food in culture, including symbolism, traditions, manners, meal patterns, celebrations, gender roles – food presentation including food planning principles, seasonings, food and flavour combinations – nutritional role of foods. *Assessment Tool* *Research: International Cuisine 2, FOD3140–1* *Standard* *Achieve a minimum performance rating of 3 in applicable areas of assessment*	40

MODULE FOD3140: INTERNATIONAL CUISINE 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare and evaluate foods and meals representative of a specific culture	• **practical lab experiences** in which the student prepares, presents and evaluates four cultural dishes, which meet the criteria for quality products: – two characteristic preparation techniques – typical foods that represent a minimum of three food groups – a meal or an event including food, which demonstrates cultural foods. *Assessment Tool* *Lab Assessment: Advanced Level, FODLAB–3* *Product Standard Scorecard: International Cuisine 2, FOD3140–2* *Standard* *Achieve a minimum performance rating 3 in applicable areas of assessment*	50
• describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices	• **module reflection** in which the student will complete one of the following: – *Career Research: Advanced Level, FODCAR–3* – *Job Shadow Assessment, FODJS* – *Career Profile Guide, FODCPG* – *Evaluation of Oral Presentation or Demonstration, FODPRES.* *Standard* *All sections have been completed accurately*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tools* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FOD3140: INTERNATIONAL CUISINE 2 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Multicultural Aspects of Food	• describe factors that determine the availability of foods including: – climate, geography – regional food patterns – economy – infrastructure – technology	Staple foods. Transportation.
	• describe factors that influence the acceptability of foods including: – social structure – values – religion – beliefs, taboos, superstitions – history – ethnicity	
	• describe the role of food in transmitting culture including: – food and symbolism – relationship of food with traditions – role of food in celebration – traditional meal patterns – traditional gender roles in acquisition and preparation of foods	
	• describe changes in foods, food patterns and food preparation techniques as people adapt to new cultures, such as: – accessibility of traditional and non-traditional foods – access to and understanding of nutrition information – role of food in retaining cultural heritage – role of food in adapting to new cultural environment	
	• evaluate the physical, psychological and social impact of evolving food patterns as individuals and families adapt to an adopted culture.	

MODULE FOD3140: INTERNATIONAL CUISINE 2 (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	*The student should:* • describe food sensibilities (aesthetics) considering: – food planning principles – seasonings – characteristic food and flavour combinations.	
Nutrition	• analyze how nutritional needs are met through the food patterns of the culture.	
Preparation and Presentation	• demonstrate and evaluate a wide variety of preparation techniques characteristic of the culture • research and demonstrate specialized equipment used in food preparation.	
Safety, Sanitation and Equipment	• demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to International Cuisine 2.	
Career Exploration/ Portfolio	• describe career options where skills developed in International Cuisine 2 are particularly important • describe various occupational and entrepreneurial roles related to this module.	Heritage sites, ethnic restaurants, import businesses, wholesale and retail, tourism, institutional food services.

FOODS

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/ industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student ***do***?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).

- What does a student ***know***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible. High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** MLEs within a module to be successful.

- **suggested emphasis** (right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. *(Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*
  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first module-specific tool used in Information Processing Module 1010.)*

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal is to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels or rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post-secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN FOODS

The Foods curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Foods, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

The generic rating scale has been used to develop several of the tools in CTS. A generic framework for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that students will follow a process as they work through their projects and that this process has a number of sequential steps. The framework shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Tools Generic to Foods

Throughout the Foods strand, students have the opportunity to develop management skills in an applied learning context, specifically the food, laboratory.

A generic "Lab Assessment Form" has been developed for each level (introductory, intermediate and advanced), FODLAB–1, 2, 3. These assessment tools outline the criteria for assessment (progressing through levels) and the minimum performance rating, using a five-point rating scale.

Certain concepts such as Nature of Food and Nutrition/Health are an integral part of many Foods modules. In order to provide consistency in the way these concepts are assessed a number of assessment tools have been developed. For example:

- Product Analysis, FODPAN
- Food Product Comparison, FODCOM
- Food Intake Analysis, FODFIA
- Nutrition Information Analysis, FODNIA

Career exploration is integrated throughout the Foods strand. The assessment tools "Career Search," FODCAR–1, FODCAR–2 and FODCAR–3 have been developed for each level.

Assessment tools for "Reflection," FODREF–1, FODREF–2, are also included for use in a variety of Foods modules.

Tools Specific to Foods Modules

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., FOD1010–1). They are referred to under the criteria and conditions column in Sections D, E and F of this Guide.

A "Product Standard Scorecard" is included for most Food modules. In some instances where the tool suggested has been a test, a sample test or sample questions have been included. The authorized learning resources for Foods include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. Numerous assessment tools have been developed for module specific research and analysis. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ——►——►	☐ ——►——►	☐ ——►——►
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ ——►——►
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ ——►——►
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

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Stage 1— *The student:*	**Stage 2—** *The student:*	**Stage 3—** *The student:*	**Stage 4—** *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ → →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions		☐ prepares, validates and implements plans that reveal new possibilities
	☐ respects the feelings and views of others		
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ → →	☐ → →	☐ → →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ → →	☐ → →
☐ follows appropriate/emergency response procedures	☐ → →	☐ → →	☐ → →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

***Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

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GENERIC RATING SCALE

SCALE	**RUBRIC STATEMENT** **(included in assessment tool/statements in *italics* are optional)** ***The student:***	**IS TASK/ PROJECT COMPLETED?**	**PROBLEM SOLVING:** **STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT**	**USE OF TOOLS, MATERIALS, PROCESSES**	***STANDARDS OF QUALITY/ PRODUCTIVITY***	***TEAMWORK LEADERSHIP***	***SERVICE CLIENT/ CUSTOMER***
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes, and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

ASSESSMENT FRAMEWORK: ISSUE ANALYSIS

CTSISS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

ASSESSMENT FRAMEWORK: LAB INVESTIGATIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

ASSESSMENT FRAMEWORK: NEGOTIATION AND DEBATE

CTSNEG

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

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INTRODUCTORY		INTERMEDIATE		ADVANCED	
The student:		*The student:*		*The student:*	
Preparation and Planning		**Preparation and Planning**		**Preparation and Planning**	
• sets goals and follows instructions accurately		• sets goals and describes steps to achieve them		• sets goals and describes steps to achieve them	
• responds to directed questions and follows necessary steps to find answers		• uses personal initiative to formulate questions and find answers		• uses personal initiative to formulate questions and find answers	
• accesses basic in-school/community information sources		• accesses a range of relevant in-school/community resources		• accesses a range of relevant information sources and recognizes when additional information is required	
• interprets and organizes information into a logical sequence		• interprets, organizes and combines information into a logical sequence		• interprets, organizes and combines information in creative and thoughtful ways	
• records information accurately, using correct technical terms		• records information accurately with appropriate supporting detail and using correct technical terms		• records information accurately, using appropriate technical terms and supporting detail	
• uses time effectively		• plans and uses time effectively		• plans and uses time effectively, prioritizing tasks on a consistent basis	
		• gathers and responds to feedback regarding approach to task and project status		• assesses and refines approach to task and project status based on feedback and reflection	
Presentation		**Presentation**		**Presentation**	
• demonstrates effective use of at least one medium of communication:		• demonstrates effective use of at least two communication media:		• demonstrates effective use of a variety of communication media:	
e.g., Written:	*spelling, punctuation, grammar, basic format*	*e.g., Written:*	*spelling, punctuation, grammar, format (formal/informal)*	*e.g., Written:*	*spelling, punctuation, grammar, format (formal/informal, technical/literary)*
Oral:	*voice projection, body language*	*Oral:*	*voice projection, body language, appearance*	*Oral:*	*voice projection, body language, appearance, enthusiasm, evidence of prior practice*
Audio-visual:	*techniques, tools*	*Audio-visual:*	*techniques, tools, clarity*	*Audio-visual:*	*techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing		• maintains acceptable grammatical and technical standards through proofreading and editing		• maintains acceptable grammatical and technical standards through proofreading and editing	
• provides an introduction that describes the purpose of the project		• provides an introduction that describes the purpose and scope of the project		• provides an introduction that describes the purpose and scope of the project	
• communicates information in a logical sequence		• communicates ideas into a logical sequence with sufficient supporting detail		• communicates thoughts/feelings/ideas clearly to justify or challenge a position	
• states a conclusion based on a summary of facts		• states a conclusion by synthesizing the information gathered		• states a conclusion by analyzing and synthesizing the information gathered	
• provides a reference list of three or more basic information sources		• provides a reference list that includes five or more relevant information sources		• gives evidence of adequate research through a reference list including seven or more relevant information sources	

ASSESSMENT FRAMEWORK: RESEARCH PROCESS

CTSRES

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

ARTICLE OR AUDIO-VISUAL REVIEW **FODAVR**

Student Name: ____________________ Title: ____________________ Module: ____________________

Teacher: ____________________ Class: ____________________ Date: ____________________

Overall Purpose (Teacher Defined)	Student Expectations	Actual Observations
	What do you expect to learn?	What did you actually learn (Theme)?

Specific knowledge gained:

State how reviewing this material has influenced your impression concerning this topic.

CAREER PROFILE GUIDE

FODCPG

Standard: Three career profiles, all sections completed for each profile.

Area of Career Exploration: ______________________ **For Module**: ______________________

JOB TITLE	JOB TITLE	JOB TITLE
Description (duties, working conditions)	Description (duties, working conditions)	Description (duties, working conditions)
Education qualifications	Education qualifications	Education qualifications
Employment opportunities	Employment opportunities	Employment opportunities
Advancement potential	Advancement potential	Advancement potential
Salary range and benefits	Salary range and benefits	Salary range and benefits
Would you enjoy this type of work? Explain why/why not?	Would you enjoy this type of work? Explain why/why not?	Would you enjoy this type of work? Explain why/why not?
Reference used (book, interview, etc.)	Reference used (book, interview, etc.)	Reference used (book, interview, etc.)

CAREER RESEARCH: Introductory Level

FODCAR–1

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
TOTAL						

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

☐ set goals and follow instructions accurately
☐ adhere to established timelines
☐ respond to directed questions and follow necessary steps to find answers
☐ use time effectively

Information Gathering and Processing

☐ access basic in-school/community information sources
☐ use one or more information-gathering techniques
☐ interpret and organize information into a logical sequence
☐ record information accurately using correct technical terms
☐ distinguish between fact and fiction/opinion/theory
☐ respond to feedback when current approach is not working

Content

☐ describe one or more career clusters within the industry; e.g.:
  – labour-based
  – technical
  – professional

Content (continued)

☐ identify and describe occupations relevant to one or more career clusters; e.g.:
  – nature of the occupation
  – duties of the worker
☐ provide a survey of current employment statistics relevant to one or more career clusters; e.g.:
  – types of occupations
  – number of workers
☐ identify entry requirements and training programs relevant to one or more career clusters; e.g.:
  – entrance requirements and competencies
  – type of training programs
☐ assess current and future employment opportunities and trends; e.g.:
  – local and national needs
  – opportunities for advancement

Collaboration and Teamwork

☐ cooperate with group members
☐ share work appropriately among group members

Information Sharing

☐ demonstrate effective use of one or more communication media:
  e.g., written, oral, audio-visual
☐ communicate information in a logical sequence
☐ use correct grammatical/technical conventions
☐ cite basic information sources

COMMENTS

CAREER RESEARCH: Intermediate Level

FODCAR–2

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
TOTAL						

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

☐ set goals and establish steps to achieve them
☐ create and adhere to useful timelines
☐ use personal initiative to formulate questions and find answers
☐ plan and use time effectively

Information Gathering and Processing

☐ access a range of relevant in-school/community resources
☐ use a range of information-gathering techniques
☐ interpret, organize and combine information into a logical sequence
☐ record information accurately with appropriate supporting detail and using correct technical terms
☐ determine accuracy/currency/reliability of information sources
☐ gather and respond to feedback regarding approach to the task

Content

☐ describe one or more career clusters within the industry; e.g.:
  – labour-based
  – technical
  – professional
☐ identify and describe occupations relevant to one or more career clusters; e.g.:
  – nature of the occupation

Content (continued)

  – duties of the worker
  – workplace conditions
☐ provide a survey of current employment statistics relevant to one or more career clusters; e.g.:
  – types of occupations
  – number of workers
  – employment trends
☐ identify entry requirements and training programs relevant to one or more career clusters; e.g.:
  – entrance requirements and competencies
  – type and extent of training programs
☐ assess current and future employment opportunities and trends; e.g.:
  – local, national and international needs
  – opportunities for advancement and/or career change

Collaboration and Teamwork

☐ cooperate with group members
☐ share work appropriately among group members
☐ negotiate solutions to problems

Information Sharing

☐ demonstrate effective use of one or more communication media:
  e.g., written, oral, audio-visual
☐ communicate ideas in a logical sequence with sufficient supporting detail
☐ maintain acceptable grammatical and technical standards
☐ cite relevant information sources

COMMENTS

CAREER RESEARCH: Advanced Level

FODCAR–3

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
TOTAL						

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. ***Analyzes and provides effective client/customer services.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ demonstrate resourcefulness in collecting data
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognize underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Content

- ☐ describe one or more career clusters within the industry; e.g.:
  - – labour-based
  - – technical
  - – professional
- ☐ identify and describe occupations relevant to one or more career clusters; e.g.:
  - – nature of the occupation
  - – duties of the worker
  - – workplace conditions
  - – salary/wages and employee benefits

Content (continued)

- ☐ provide a survey of current employment statistics relevant to one or more career clusters; e.g.:
  - – types of occupations
  - – number of workers
  - – employment trends
- ☐ identify entry requirements and training programs relevant to one or more career clusters; e.g.:
  - – entrance requirements and competencies
  - – type and extent of training programs
  - – post-secondary institutions
- ☐ assess current and future employment opportunities and trends; e.g.:
  - – local, national and international needs
  - – opportunities for advancement and/or career change
  - – opportunities for self-employment and entrepreneurship

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems
- ☐ display effective communication and leadership skills

Information Sharing

- ☐ demonstrate effective use of a variety of communication media:
  e.g., written, oral, audio-visual
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources

COMMENTS

EVALUATION OF ORAL PRESENTATION OR DEMONSTRATION

FODPRES

Name: ____________________

Module: ____________________

Teacher: ____________________

Date: ____________________

CRITERIA	OBSERVATION/RATING					
Introduction	4	3	2	1	0	N/A
Body	4	3	2	1	0	N/A
Personal Presentation	4	3	2	1	0	N/A
Close	4	3	2	1	0	N/A
TOTAL						

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. ***Analyzes and provides effective client/customer services.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Introduction

- ☐ introduce self (name, course and module)
- ☐ announce topic and purpose
- ☐ indicate topic scope and sequence
- ☐ state preference for questions (interrupt or at the end)

Body

- ☐ show evidence of knowledge or research
- ☐ show evidence of prepreparation
- ☐ natural flow and sequence is evident
- ☐ presented facts are true
- ☐ graphics are well presented and displayed
- ☐ demonstrate familiarity of AV equipment (rehearsed)
- ☐ proper tools are used correctly and with safety in mind
- ☐ show awareness of time and its management
- ☐ use appropriate language and terminology

Personal Presentation

- ☐ project and modulate the voice
- ☐ wear proper attire
- ☐ project proper posture, smile and maintain eye contact
- ☐ avoid distracting mannerisms (e.g., "er" and "um")

Close

- ☐ conclude by summarizing main points
- ☐ solicit questions
- ☐ satisfy question or offer suggestions where one might find answer
- ☐ express appreciation to audience

COMMENTS

FIELD TRIP ASSESSMENT

FODFTA

Class: ____________

Student Name: ____________ Module: ____________ Date: ____________

Destination: ____________

Contact Person: ____________

Tour Guide: ____________

Title or Position of Tour Guide: ____________

Purpose of Trip (Teacher Defined)	Student Expectations	Actual Observations
	What do you expect to observe?	What did you actually observe?

Observed Careers	①	②	③
TITLE:			
Duties:			
Education Requirements:			
Salary Range:			
Benefits:			
Pros:			
Cons:			

List three reasons that any of the observed careers would/would not appeal to you and state a reason why/why not.

INTAKE ANALYSIS **FODFIA**

Student Name: ______________________ Class: __________________ Teacher: ________________

MEALS	NUMBER OF SERVINGS				STRATEGY FOR IMPROVEMENT			
	GP★	VF★	MP★	MA★	GP	VF	MP	MA
Breakfast ____________________ ____________________ ____________________ ____________________								
Lunch ____________________ ____________________ ____________________ ____________________								
Supper ____________________ ____________________ ____________________ ____________________								
Snacks ____________________ ____________________ ____________________ ____________________								
TOTAL								
CHANGE REQUIRED								

STANDARD:
5 – 12 ★ GP – Grain Products
5 – 10 ★ VF – Vegetable and Fruit
3 – 4 ★ MP – Milk Products
2 – 3 ★ MA – Meat and Alternatives

JOB SHADOW ASSESSMENT **FODJS**

Class: ____________________

Student Name: ____________________ Module: ____________________ Date: ____________________

Destination: ____________________

Contact Person: ____________________

Tour Guide: ____________________

Title or Position of Contact Person: ____________________

Area of Career Exploration	Student Expectations	Actual Observations
Describe:	What do you expect to observe?	What did you actually observe?

Observed Careers	
TITLE:	____________________
Duties:	____________________
Education Requirements:	____________________
Salary Range	____________________
Benefits	____________________
Pros:	____________________
Cons:	____________________
Employment Possibilities:	____________________

List three reasons that any of the observed careers would/would not appeal to you and explain why or why not.

INTRODUCTORY	INTERMEDIATE	ADVANCED
Management • prepare self for lesson • organize and work in an orderly manner • carry out instructions accurately • use time effectively • meet standard in clean-up	**Management** • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively • meet standard in clean-up • adhere to routine procedures	**Management** • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively and in a logical sequence • meet standard in clean-up • display leadership in adhering to routine procedures • minimize waste of food/ingredients
Teamwork • cooperate with group members • share work appropriately among group members	**Teamwork** • cooperate with group members • share work appropriately among group members • negotiate solutions to problems	**Teamwork** • cooperate with group members • share work appropriately among group members • negotiate with sensitivity solutions to problems • display effective communication skills
Safety and Sanitation • demonstrate acceptable personal hygiene • handle food safely and hygienically • handle equipment and tools safely	**Safety and Sanitation** • take responsibility for personal hygiene • handle food safely and hygienically • handle equipment and tools safely	**Safety and Sanitation** • model appropriate personal hygiene • handle and store food safely and hygienically • demonstrate concern for self and others in the safe handling of tools and equipment
Preparation Techniques • choose and use appropriate tools and equipment • weigh and measure accurately • follow recipe • understand and apply cookery terms	**Preparation Techniques** • choose and use appropriate tools and equipment • weigh and measure accurately • follow and adapt recipes • understand and apply cookery terms and preparation techniques	**Preparation Techniques** • choose and use appropriate tools and equipment • weigh and measure with accuracy and efficiency • demonstrate flexibility and adaptability in following written and verbal instructions • understand and apply cookery terms, preparation techniques and food preparation principles and methods

LAB ASSESSMENT: Introductory Level **FODLAB–1**

Student Name: ____________________ Module: ____________________

Teacher: ____________________ Class: ____________________ Level: Introductory

PROJECT: DATE:						
Management • prepare self for lesson • organize and work in an orderly manner • carry out instructions accurately • use time effectively • meet standard in clean-up	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Teamwork • cooperate with group members • share work appropriately among group members	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Safety and Sanitation • demonstrate acceptable personal hygiene • handle food safely and hygienically • handle equipment and tools safely	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Preparation Techniques • choose and use appropriate tools and equipment • weigh and measure accurately • follow recipe • understand and apply cookery term	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. ***Provides a limited range of customer/client services.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

BEST COPY AVAILABLE

LAB ASSESSMENT: Intermediate Level **FODLAB–2**

Student Name: ______________________ Module: ______________________

Teacher: ______________ Class: ______________ Level: Intermediate

PROJECT: DATE:						
Management • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively • meet standard in clean-up • adhere to routine procedures	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Teamwork • cooperate with group members • share work appropriately among group members • negotiate solutions to problems	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Safety and Sanitation • take responsibility for personal hygiene • handle food safely and hygienically • handle equipment and tools safely	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Preparation Techniques • choose and use appropriate tools and equipment • weigh and measure accurately • follow and adapt recipes • understand and apply cookery terms and preparation techniques	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. ***Identifies and provides customer/client services.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

BEST COPY AVAILABLE

LAB ASSESSMENT: Advanced Level **FODLAB-3**

Student Name: ______________________ Module: ______________________

Teacher: ______________ Class: ______________ Level: Advanced

PROJECT: DATE:					
Management • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively and in a logical sequence • meet standard in clean-up • display leadership in adhering to routine procedures • minimize waste of food/ingredients	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Teamwork • cooperate with group members • share work appropriately among group members • negotiate with sensitivity solutions to problems • display effective communication skills	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Safety and Sanitation • model appropriate personal hygiene • handle and store food safely and hygienically • demonstrate concern for self and others in the safe handling of tools and equipment	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Preparation Techniques • choose and use appropriate tools and equipment • weigh and measure with accuracy and efficiency • demonstrate flexibility and adaptability in following written and verbal instructions • understand and apply cookery terms, preparation techniques and food preparation principles and methods	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. ***Analyzes and provides effective client/customer services.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

NUTRITION INFORMATION ANALYSIS **FODNIA**

Student Name: ______________________ Module: __________

Teacher: ______________ Class: ______________ Level: __________

		YES	NO	UNKNOWN
1.	Author			
	– degree from an approved institution			
	– affiliated with a recognized nutritional association			
2.	Information			
	– tested by research			
	– credible publisher			
	– claims too good to be true			
	– scare tactics			
	– personal testimonials			
	– appeals to emotions			

Is this a reliable source of nutritional information which you would recommend to your friends? Explain.

____

____

____

____

PRODUCT ANALYSIS **FODPAN**

Student Name: ____________________ Product: ____________________ Module: ____________________
Teacher: ____________________ Class: ____________________ Date: ____________________

Product:

Presented in appropriate manner (garnish, temperature)

Describe the standard product.

Nutrition:

This product belongs to: (circle all that apply)

Grain Products Vegetables & Fruits Milk Products Meat & Alternates Other

Major nutrients include:	Function of nutrient:
1.	
2.	
3.	

This product is/is not nutritious because:

Ingredients:

Major ingredients:	Function:
1.	
2.	
3.	

What preparation techniques/skills/methods did you use/learn?

PRODUCT ANALYSIS: SPECIAL NEEDS **FODPAS**

Student Name: ______________________ Special Need: ______________ Date: __________________

Product/Menu: ____ Class: __________________

Food Groups	Key Nutrient(s)	Nutritional Comments

How did the product/menu meet the special need?

Do your product(s) meet acceptable standards? Explain.

Reflection: What worked well and why?	What preparation techniques/skills/methods were used and how well?

PRODUCT COMPARISON: Introductory, Intermediate and Advanced Levels **FODCOM**

Student Name: ____________________ Class: ____________________ Date: ____________________

Teacher: ____________________ Module FOD: ____________________

Criteria	Product 1 (____________)	Product 2 (____________)
Nutrition		
Appearance		
Flavour		
Texture		
Price per unit		
Skill required		
Availability		
Preparation time		
Storage		

State your preference and give reasons why:

____

____

____

____

____

REFLECTION LOG: Introductory Level **FODREF-1**

Student Name: ____________________ Module: ____________
Teacher: ____________ Class: ____________ Level: ____________

COMPLETE THESE STATEMENTS:

Some discoveries that I made ____________________

My work in this module was made easier because I ____________________

In this module I had difficulty with ____________________

One thing I would do differently is ____________________

I wonder when I will be able to ____________________

I would like to learn more about ____________________

I found that I was really good at ____________________

SUMMARIZE WHAT YOU LEARNED ABOUT YOURSELF FROM YOUR REFLECTIONS ON YOUR WORK IN THIS MODULE

I REALIZE THAT THROUGH THE WORK DONE IN THIS MODULE

My interests that fit this module are: ________ ________ ________ ________ ________

I had success at ________ ________ ________ ________ ________

I have developed these skills ________ ________ ________ ________ ________

Important knowledge that I have gained ________ ________ ________ ________ ________

Now consider how these skills you have learned and what you have learned about yourself may help you make career choices.

____

____

____

____

Signed by teacher ____________

REFLECTION LOG: Intermediate Level **FODREF-2**

Student Name: ______________________ Module: ____________
Teacher: ____________ Class: ____________ Level: ____________

What did you learn in this module about these areas?

- Nutrition ______________________
- Consumerism ______________________
- Preparation ______________________

How would you use this knowledge and skills in your personal life?

____

List three careers where this knowledge is required. Choose one of these careers and give a brief description of the job duties.

____

REFLECTION RECORD ASSESSMENT **FODREF**

Student Name: ____________________ Title: ____________________ Module: ____________________

Teacher: ____________________ Class: ____________________ Date: ____________________

When you finish a module, it is time to think about how you have grown from having done this work. Complete these statements.

Before I began this module I . . .

Some discoveries that I made . . .

My work in this module was made easier because I . . .

In this module I had difficulty with . . . because I . . .

I wonder if I will ever be able to . . .

One thing I would do differently next time . . .

The part of this module that was most worthwhile to me was . . .

I would like to learn more about . . .

I found that I was quite good at . . .

Now that I can . . . I will be able to . . .

SAFETY AND SANITATION CHECKLIST

FODSSC

Student Name: ______________________ Module: ______________
Teacher: ______________ Class: ______________ Level: ______________

Personal Cleanliness

- hair clean, controlled ☐ N/A
- nails short, clean, no polish ☐ N/A
- no jewellery, perfumes ☐ N/A
- uniform clean, tidy ☐ N/A

Personal Hygiene

- wash hands before start ☐ N/A
- wash hands as necessary (after sneezing, handling money, etc.) ☐ N/A
- wear gloves when necessary (open cuts, sores, etc.) ☐ N/A

Food Safety

- keep food out of danger zone ☐ N/A
- observe necessary precautions when:
  - handling and storing foods ☐ N/A
  - preparation of food ☐ N/A
  - cooking ☐ N/A
  - serving ☐ N/A
  - seafood/poultry ☐ N/A

Sanitation

- prompt cleaning and sanitation of:
  - tools/equipment ☐ N/A
  - work areas ☐ N/A
  - perform regularly scheduled cleaning ☐ N/A

Hazardous Materials (WHMIS)

- observe necessary precautions in the handling and use of hazardous materials (detergents, corrosive materials, poisons, etc.) ☐ N/A

COMMENTS

PRODUCT STANDARD SCORECARD: FOOD BASICS **FOD1010–1**

Student Name: ______________________ Module: ______________

Teacher: ______________ Class: ______________ Level: ______________

PRODUCT:				
Product Standards	Vegetables and Fruits	Milk Products	Meats and Alternatives	Grain Products
Flavour				
Pleasing flavour	☐	☐	☐	☐
Choice of food used	☐	☐	☐	☐
Well seasoned	☐	☐	☐	☐
Texture				
Appropriate to food used	☐	☐	☐	☐
Not too soft, mushy or hard	☐	☐	☐	☐
Colour				
Colour appropriate for product	☐	☐	☐	☐
Pleasing, acceptable colour	☐	☐	☐	☐
Presentation				
Neatness is observed	☐	☐	☐	☐
Product is displayed appropriately	☐	☐	☐	☐
Proportion is achieved	☐	☐	☐	☐
SCORE				
AT STANDARD	6	6	6	6
COMMENTS				

PRODUCT STANDARD SCORECARD: BAKING BASICS **FOD1020–1**

Student Name: ____________________ Module: ____________

Teacher: ____________ Class: ____________ Level: ____________

PRODUCT:	PRODUCT:	PRODUCT:	PRODUCT:
Muffin Standards	Biscuit Standards	Cake Standards	Cookie Standards
Exterior ☐ Uniform shape. Well-rounded top free of peaks and cracks. ☐ Uniform size. Large in proportion to weight. ☐ Uniform golden colour. ☐ Tender crust, slightly rough and shiny. **Interior** ☐ Colour characteristic of muffin or bread type, free of streaks. ☐ Rounded, even grain, free of tunnels. ☐ Tender texture, moist and light. ☐ Pleasing, well-blending flavour.	**Exterior** ☐ Uniform shape with straight sides and level tops. ☐ Uniform size. Twice the size of unbaked biscuits. ☐ Uniform golden brown tops and bottoms. Free of yellow or brown spots. ☐ Tender crust, smooth and free of excess flour. **Interior** ☐ Creamy white, free of yellow or brown spots. ☐ Flaky grain, pulls off in thin sheets. ☐ Tender texture, slightly moist, light. ☐ Pleasing, well-blended flavour.	**Exterior** ☐ Uniform shape with slightly rounded top. No peaks or cracks. ☐ Uniform size. Light in weight in proportion to size. ☐ Uniform golden brown colour. ☐ Tender, smooth crust. **Interior** ☐ Uniform colour, characteristic of type of cake. ☐ Fine, even grain, free of tunnels. ☐ Velvety, moist, and tender texture. ☐ Pleasing flavour, well blended, and characteristic of kind of cake.	(1) (2) ☐ ☐ Uniform shape. ☐ ☐ Delicately browned. ☐ ☐ Appropriate texture. ☐ ☐ Flavour pleasant.
SCORE	SCORE	SCORE	SCORE
5 AT STANDARD	5 AT STANDARD	5 AT STANDARD	3 3 AT STANDARD

COMMENTS

PROJECT/SURVEY: SNACKS & APPETIZERS **FOD1030–1**

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics are optional*)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. ***Provides a limited range of customer/client services.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

☐ set goals and follow instructions accurately
☐ adhere to established timelines
☐ respond to directed questions and follow necessary steps to find answers
☐ use time effectively

Information Gathering and Processing

☐ access basic in-school/community information sources
☐ use one or more information-gathering techniques
☐ interpret and organize information into a logical sequence
☐ record information accurately using correct technical terms
☐ distinguish between fact and fiction/opinion/theory
☐ respond to feedback when current approach is not working

Content

☐ analyze:
  - snacking habits of self or a select group of people, considering choices, influences, frequency and social role of snacks
  - relationship of snacks to *Canada's Food Guide to Healthy Eating* and to wellness
  - relative nutritional value of various snacks (kilojoules, fat, sugar, fibre and sodium content of snack foods)

Collaboration and Teamwork

☐ cooperate with group members
☐ share work appropriately among group members

Information Sharing

☐ demonstrate effective use of one or more communication media:
e.g., written, oral, audio-visual
☐ communicate information in a logical sequence
☐ use correct grammatical/technical conventions
☐ cite basic information sources

COMMENTS

PRODUCT STANDARD SCORECARD: SNACKS & APPETIZERS

FOD1030–2

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT:					
Product Standards	Vegetables and Fruits	Milk Products	Meats and Alternatives	Grain Products	Extras
Flavour					
Pleasing flavour	☐	☐	☐	☐	☐
Choice of food used	☐	☐	☐	☐	☐
Well seasoned	☐	☐	☐	☐	☐
Texture					
Appropriate to food used	☐	☐	☐	☐	☐
Not too soft, mushy or hard	☐	☐	☐	☐	☐
Colour					
Colour appropriate for product	☐	☐	☐	☐	☐
Pleasing, acceptable colour	☐	☐	☐	☐	☐
Presentation					
Neatness is observed	☐	☐	☐	☐	☐
Product is displayed appropriately	☐	☐	☐	☐	☐
Proportion is achieved	☐	☐	☐	☐	☐
SCORE					
AT STANDARD	6	6	6	6	6
COMMENTS					

PRODUCT STANDARD SCORECARD: MEAL PLANNING 1

FOD1040–1

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT:				
Product Standards	Breakfast	Bagged Lunch	Dinner	Special Occasion Meal
Healthy Meal				
3–4 groups represented from *Canada's Food Guide to Healthy Eating*	☐	☐	☐	☐
Low fat and/or sugar	☐	☐	☐	☐
Resources				
Within budget	☐	☐	☐	☐
Within time allotment	☐	☐	☐	☐
Meal Appeal				
Flavour	☐	☐	☐	☐
Colour	☐	☐	☐	☐
Texture	☐	☐	☐	☐
Temperature	☐	☐	☐	☐
Size and shape	☐	☐	☐	☐
Meets set criteria as outlined by teacher	☐	☐	☐	☐
SCORE				
AT STANDARD	6	6	6	6
COMMENTS				

COMPARISON CHART: FAST FOOD ESTABLISHMENTS **FOD1050–1**

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

	Establishment #1:	Establishment #2:	Establishment #3:
What types of food are served here?			
Do they serve: Breakfast Lunch Dinner			
Are there healthy choices available? Are all food groups represented? List examples			
Type of packaging (recyclable, type of material, reusable)			
Advertising strategies (in building, TV, radio, promotions			
Service person (friendly, fast, efficient, courteous, sanitary work habits)			
Building (clean parking, wheelchair access, garbage disposal, comfortable temperature, seating)			
Nutritional information available?			
How long did it take to get your food?			

PRODUCT STANDARD SCORECARD: FAST & CONVENIENCE FOODS FOD1050–2

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ______________

PRODUCT:				
Product Standards	Lab 1:	Lab 2:	Lab 3:	Lab 4:
Flavour				
Pleasing flavour	☐	☐	☐	☐
Choice of food used	☐	☐	☐	☐
Well seasoned	☐	☐	☐	☐
Texture				
Appropriate to food used	☐	☐	☐	☐
Not too soft, mushy or hard	☐	☐	☐	☐
Colour				
Colour appropriate for product	☐	☐	☐	☐
Pleasing, acceptable colour	☐	☐	☐	☐
Presentation				
Neatness is observed	☐	☐	☐	☐
Product is displayed appropriately	☐	☐	☐	☐
Proportion is achieved	☐	☐	☐	☐
SCORE				
AT STANDARD	6	6	6	6
COMMENTS				

COMPARISON CHART: CONVENIENCE FOOD

FOD1050–3

Student Name: ______________________________ Date: ______________

Teacher: ______________ Class: ______________

	Mix	Partially Prepared	Completely Prepared	Scratch
Product Name and Manufacturer				
Amount of Time to Prepare Product (minutes)				
Amount of cooking skills needed N = None S = Some L = Lots				
Amount of Cooking Time				
Amount of Clean-up				
Cost of Product				
Cost per Serving				
Serving Size S = Small M = Medium L = Large				
Flavour – pleasing flavor – well seasoned				
Texture – appropriate – not too soft or hard				
Colour – appropriate for product – pleasing				
Comments Ranking (1st, 2nd, 3rd etc.)				

RESEARCH: CANADIAN HERITAGE FOODS

FOD1060–1

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 **meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.** ***Provides a limited range of customer/client services.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning
- ☐ set goals and follow instructions accurately
- ☐ adhere to established timelines
- ☐ respond to directed questions and follow necessary steps to find answers
- ☐ use time effectively

Information Gathering and Processing
- ☐ access basic in-school/community information sources
- ☐ use one or more information-gathering techniques
- ☐ interpret and organize information into a logical sequence
- ☐ record information accurately using correct technical terms
- ☐ distinguish between fact and fiction/opinion/theory
- ☐ respond to feedback when current approach is not working

Content
- ☐ identify and describe cultures historically and/or geographically, representative of:
  - – Canada's past
  - – a Canadian geographical region
  - – a defined cultural group in Canada
- ☐ explain food patterns and customs and their significance
- ☐ provide food examples and preparation procedure

Collaboration and Teamwork
- ☐ cooperate with group members
- ☐ share work appropriately among group members

Information Sharing
- ☐ demonstrate effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicate information in a logical sequence
- ☐ use correct grammatical/technical conventions
- ☐ cite basic information sources

COMMENTS

PRODUCT STANDARD SCORECARD: CANADIAN HERITAGE FOODS

FOD1060–2

Student Name: ______________________ Date: ______________

Teacher: ______________ Class: ______________

PRODUCT:			
Product Standards	A Recipe from Canada's Past	A Canadian Geographic Region	A Cultural Group in Canada
Flavour			
Pleasing flavour	☐	☐	☐
Choice of food used	☐	☐	☐
Well seasoned	☐	☐	☐
Texture			
Appropriate to food used	☐	☐	☐
Not too soft, mushy or hard	☐	☐	☐
Colour			
Colour appropriate for product	☐	☐	☐
Pleasing, acceptable colour	☐	☐	☐
Presentation			
Neatness is observed	☐	☐	☐
Product is displayed appropriately	☐	☐	☐
Proportion is achieved	☐	☐	☐
SCORE			
AT STANDARD	6	6	6
COMMENTS			

FOOD LABEL ANALYSIS

FOD2010–1

Name: ______________________ Date: __________

Teacher: __________________ Class: __________________

Use two food labels to fill in the chart.	**Label #1**	**Label #2**
Common name of food		
Quantity		
Name and address of manufacturer or distributor		
List of ingredients in descending order		
Grade, if applicable		
Values per serving of: energy protein fat carbohydrate		
% of Recommended Dietary Intake: energy protein fat carbohydrate		

Do they make any nutritional claims? __________________ If so, what are they? __________________

____

TRAINING DIET ASSESSMENT/PRECOMPETITION MEAL ASSESSMENT

FOD2020–1

Name: ______________________________ Date: ______________

Teacher: ______________ Class: ______________

TRAINING DIET				PRE-COMPETITION MEAL		
	DAY 1	DAY 2	DAY 3		**"at home"**	**"on the road"**
High CHO: 55–65%	☐	☐	☐	Adequate fluid	☐	☐
Low fat intake 25–30%	☐	☐	☐	High carbohydrate	☐	☐
Adequate protein 10–15%	☐	☐	☐	Low in sugar	☐	☐
Variety of foods	☐	☐	☐	Low in fibre	☐	☐
Adequate fluids	☐	☐	☐	Low in fat	☐	☐
				High quality protein in moderation	☐	☐
				Low salt	☐	☐
				Low caffeine	☐	☐

PRODUCT STANDARD SCORECARD: NUTRITION & THE ATHLETE **FOD2020–2**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT						
Product Standards	High Carbohydrate	Adequate Protein	Pre-event	During Event	Post Event	On the Road
Cooking Method Appropriate for athletic performance	☐	☐	☐	☐	☐	☐
Ingredients Appropriate for athletic performance	☐	☐	☐	☐	☐	☐
Texture Suitability to product	☐	☐	☐	☐	☐	☐
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Colour Appropriate for product	☐	☐	☐	☐	☐	☐
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
SCORE						
AT STANDARD	7	7	7	7	7	7
COMMENTS						

RESEARCH: FOOD DECISIONS & HEALTH

FOD2030–1

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning
- ☐ set goals and establish steps to achieve them
- ☐ create and adhere to useful timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively

Information Gathering and Processing
- ☐ access a range of relevant in-school/community resources
- ☐ use a range of information-gathering techniques
- ☐ interpret, organize and combine information into a logical sequence
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ determine accuracy/currency/reliability of information sources
- ☐ gather and respond to feedback regarding approach to the task
- ☐ analyze three eating disorders in terms of:
  - – factors that influence body image
  - – healthy versus unhealthy body composition

Content
- ☐ completes a three-day food and activity self-analysis, which demonstrates understanding of:
  - – effect of energy input and energy output on energy balance equation
  - – variables for energy input and energy output
  - – effect of energy balance equation on body weight/composition
  - – realistic goals for weight loss or gain
  - – changes to energy input/output to achieve goals for weight loss or gain

Collaboration and Teamwork
- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems

Information Sharing
- ☐ demonstrate effective use of one or more communication media: *e.g., written, oral, audio-visual*
- ☐ communicate ideas in a logical sequence with sufficient supporting detail
- ☐ maintain acceptable grammatical and technical standards
- ☐ cite relevant information sources

COMMENTS

WEIGHT LOSS PROGRAM ANALYSIS

FOD2030–2

Student Name: ______________________ Date: ______________

Teacher: ______________________ Class: ______________________

Name of Weight Loss Program:	______________________
Description of Weight Loss Program:	______________________ ______________________ ______________________

CRITERIA	YES/NO/UNKNOWN	EVIDENCE/COMMENTS
Recommends talking to doctor before beginning	Y N ?	
Registered dietitian consultation available	Y N ?	
Based on *Canada's Guide to Healthy Eating*	Y N ?	
Provides at least 5000 kj per day/women and 6500 kj per day for men	Y N ?	
Recommends loss of less than 1 kg per week	Y N ?	
Allows for personal eating patterns	Y N ?	
Encourages physical activity	Y N ?	
Does not depend on special foods, products or supplements	Y N ?	
No strong pressure to buy something	Y N ?	
Uses Body Mass Index (BMI) to set realistic goals	Y N ?	

Is this a healthy weight loss program?

Explain. ____

____

____

PRODUCT STANDARD SCORECARD: FOOD DECISIONS & HEALTH **FOD2030–3**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ______________

PRODUCT					
Product Standards	Snack	Food 2	Food 3	Food 4	Food 5
Cooking Method Appropriate for weight loss/gain	☐	☐	☐	☐	☐
Ingredients Appropriate for weight loss/gain	☐	☐	☐	☐	☐
Texture Suitability to product	☐	☐	☐	☐	☐
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Colour Appropriate for product	☐	☐	☐	☐	☐
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
SCORE					
AT STANDARD	7	7	7	7	7
COMMENTS					

PRODUCT STANDARD SCORECARD: CAKE **FOD2040–1**

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

PRODUCT:		PRODUCT:		PRODUCT:		PRODUCT:	
Two-Stage Cake Standards		Foam Cake Standards		Filling/Frosting/Icing Standards		Decorated Cake	
 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	**Exterior** Uniform shape with slightly rounded top. No peaks or cracks. Uniform size. Light in weight in proportion to size. Uniform golden brown colour. Tender, smooth crust. **Interior** Uniform colour, characteristic of type of cake. Fine, even grain, free of tunnels. Velvety, moist and tender texture. Pleasing flavour, well blended and characteristic of kind of cake.	 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	**Exterior** Uniform shape; level top Uniform size; volume appropriate to type. Uniform colour. Smooth crust. **Interior** Uniform colour; characteristic of type of cake. Fine, even grain, free of tunnels. Resilient to touch. Velvety, moist, tender texture. Pleasing flavor, well blended and characteristic of kind of cake.	 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	**Texture** Correct consistency, neither too thick nor too thin Smooth, free of lumps. **Flavor** Compliments type of cake. Pleasing, well blended, characteristic of kind of frosting/filling. **Appearance** Even colour, characteristic of type of filling/frosting. Shiny, glossy or matte. **Application** Evenly applied, uniformly filled. Smooth, free of crumbs. Pleasing appearance and finish.	 ☐ ☐ ☐ ☐ ☐ ☐	**Frosting** Meets previous standards. **Application** Evenly applied, free of crumbs. **Decorative Treatments** Writing uniform, legible. Floral and other decorations appropriate. Border and finishing treatments are appropriate. **Presentation** Neat and attractive.
	SCORE		SCORE		SCORE		SCORE
5	AT STANDARD	5	AT STANDARD	5	AT STANDARD	5	AT STANDARD
COMMENTS							

Assessment Tools

CTS, Foods /G.53
(1997)

PRODUCT STANDARD SCORECARD: PASTRY

FOD2040–2

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT:	PRODUCT:	PRODUCT:	PRODUCT:
Short, Crust Pastry Standards	Puff Pastry Standards	Choux Pastry Standards	
Appearance ☐ Golden brown colour. ☐ Attractive edge. ☐ Minimal shrinkage. ☐ Blistered surface, no large bubbles. **Texture** ☐ Flaky, crisp. ☐ Tender. **Flavour** ☐ Pleasing, well blended. **Filling** ☐ Is appropriate and compliments the pastry.	**Appearance** ☐ Golden brown. ☐ Uniform shape; well risen. **Texture** ☐ Crisp, flaky. ☐ Tender. **Flavour** ☐ Pleasing, well blended. **Filling** ☐ Is appropriate and compliments the pastry.	**Appearance** ☐ Uniform shape ☐ Shape appropriate to product. ☐ Pleasing colour. ☐ Well risen. **Texture** ☐ Crisp exterior, soft moist interior. ☐ Tender. **Flavour** ☐ Pleasing, slightly "eggy" flavour. **Filling** ☐ Is appropriate and compliments the pastry.	
SCORE	SCORE	SCORE	
6 AT STANDARD	4 AT STANDARD	5 AT STANDARD	

COMMENTS

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PRODUCT STANDARD SCORECARD: YEAST BREADS & ROLLS

FOD2050–1

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT				
Product Standards	Bread	Rolls	Sweet Dough	Other
Appearance				
Well risen.	☐	☐	☐	☐
Correct shape and proportion.	☐	☐	☐	☐
Colour appropriate to product.	☐	☐	☐	☐
Attractive surface treatment.	☐	☐	☐	☐
Texture				
Interior:				
– moist, resilient	☐	☐	☐	☐
– tender	☐	☐	☐	☐
– fine, even grain.	☐	☐	☐	☐
Exterior				
– crisp, tender crust.	☐	☐	☐	☐
Flavour				
Pleasing, mild "yeasty" taste.	☐	☐	☐	☐
Absence of off flavours.	☐	☐	☐	☐
SCORE				
AT STANDARD	7	7	7	7
COMMENTS				

PRODUCT STANDARD SCORECARD: MILK PRODUCTS & EGGS

FOD2060–1

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

PRODUCT:								
Product Standards	Cooked Milk	Cooked Cheese	Egg Variations			Cooked Egg	Omelette or Frittata	
			(1)	(2)	(3)			
Texture								
Correct consistency, neither too thick nor too thin	☐	☐	☐	☐	☐	☐	☐	☐
Not separated or curdled	☐	☐	☐	☐	☐	☐	☐	☐
Free of grease	☐	☐	☐	☐	☐	☐	☐	☐
Tender	☐	☐	☐	☐	☐	☐	☐	☐
Flavour								
Well seasoned	☐	☐	☐	☐	☐	☐	☐	☐
Flavour characteristic of foods used	☐	☐	☐	☐	☐	☐	☐	☐
Flavour compatible with foods served	☐	☐	☐	☐	☐	☐	☐	☐
Free of scorched flavour	☐	☐	☐			☐	☐	☐
Colour								
Characteristic of foods used	☐	☐	☐	☐	☐	☐	☐	☐
Pleasing, acceptable colour	☐	☐	☐	☐	☐	☐	☐	☐
Presentation								
Product presented in a pleasing manner	☐	☐	☐	☐	☐	☐	☐	☐
SCORE								
AT STANDARD	7	7	7	7	7	7	7	7
COMMENTS								

PRODUCT STANDARD SCORECARD: STOCKS, SOUPS & SAUCES **FOD2070–1**

Student Name: ____________________ Date: ____________

Teacher: ________________ Class: ________________

PRODUCT:							
Product Standards	Stock	Clear Soup	Cream Soup	Self-thickened Soup	Sauce #1	Sauce #2	Sauce #3
Texture							
Correct consistency, neither too thick nor too thin	☐	☐	☐	☐	☐	☐	☐
Free of lumps	☐	☐	☐	☐	☐	☐	☐
Not separated or curdled	☐	☐	☐	☐	☐	☐	☐
Free of grease	☐	☐	☐	☐	☐	☐	☐
Clarity	☐	☐	☐	☐	☐	☐	☐
Flavour							
Well seasoned	☐	☐	☐	☐	☐	☐	☐
Flavour characteristic foods used	☐	☐	☐	☐	☐	☐	☐
Flavour compatible with foods served	☐	☐	☐	☐	☐	☐	☐
Colour							
Characteristic of foods used	☐	☐	☐	☐	☐	☐	☐
Pleasing, acceptable colour	☐	☐	☐	☐	☐	☐	☐
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

PRODUCT STANDARD SCORECARD: VEGETABLES/FRUITS/GRAINS **FOD2080–1**

Student Name: ________________________________ Date: ______________

Teacher: ______________________ Class: ______________________

PRODUCT:							
Product Standards	Moist Heat Method	Dry Heat Method #1	Dry Heat Method #2	Microwave	Rice Dish	Pasta Dish	Ethnic Dish
Texture							
Holds shape	☐	☐	☐	☐	☐	☐	☐
Correct consistency	☐	☐	☐	☐	☐	☐	☐
(al denté, mashed, individual grains)							
Flavour							
Appropriately seasoned	☐	☐	☐	☐	☐	☐	☐
Flavour characteristic of food	☐	☐	☐	☐	☐	☐	☐
If served with other foods must be complimentary	☐	☐	☐	☐	☐	☐	☐
Colour							
Characteristic of foods used	☐	☐	☐	☐	☐	☐	☐
Pleasing, acceptable colour	☐	☐	☐	☐	☐	☐	☐
Appearance							
Consistent and appropriate shape and size	☐	☐	☐	☐	☐	☐	☐
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

PRODUCT STANDARD SCORECARD: CREATIVE COLD FOODS **FOD2090–1**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT:								
Product Standards	Salad	Salad	Dressing	Dressing	Dry Sandwich Filling	Moist Sand. Filling	Decorative Platter	Decorative Platter
Texture Suitability to product	☐	☐	☐	☐	☐	☐	☐	☐
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Colour Appropriate for product	☐	☐	☐	☐	☐	☐	☐	☐
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
SCORE								
AT STANDARD	6	6	6	6	6	6	6	6
COMMENTS								

PRODUCT STANDARD SCORECARD: BASIC MEAT COOKERY **FOD2100–1**

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

Product Standards	Dry Heat #1	Dry Heat #2	Moist Heat #1	Moist Heat #2	Chemical Tenderizing	Mechanical Tenderizing
Appearance						
Colour appropriate to cooking method or recipe	☐	☐	☐	☐	☐	☐
Uniform size, shape; portion compliments product	☐	☐	☐	☐	☐	☐
Texture						
Appropriate degree of doneness	☐	☐	☐	☐	☐	☐
Tenderness retained or developed	☐	☐	☐	☐	☐	☐
Moist, juicy	☐	☐	☐	☐	☐	☐
Flavour						
Characteristic of meat used	☐	☐	☐	☐	☐	☐
Appropriately seasoned	☐	☐	☐	☐	☐	☐
Overall palatability	☐	☐	☐	☐	☐	☐
Overall Presentation						
Product presented attractively	☐	☐	☐	☐	☐	☐
Garnished appropriately	☐	☐	☐	☐	☐	☐
Sauce (Where Applicable)						
Acceptable colour	☐	☐	☐	☐	☐	☐
Appropriate consistency and texture	☐	☐	☐	☐	☐	☐
Pleasing, well seasoned	☐	☐	☐	☐	☐	☐
SCORE						
AT STANDARD	10	10	10	10	10	10
COMMENTS						

PRODUCT STANDARD SCORECARD: FISH & POULTRY

FOD2110–1

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT:	Poultry	Poultry	Fish/Seafood	Fish/Seafood	Fish/Seafood/Poultry
Product Standards	Dry Heat	Moist Heat	Dry Heat	Moist Heat	Coated, Battered, Breaded
Appearance					
Colour appropriate to product	☐	☐	☐	☐	☐
Uniform size, shape, form	☐	☐	☐	☐	☐
Texture					
Appropriate degree of doneness	☐	☐	☐	☐	☐
Tender; moist; juicy	☐	☐	☐	☐	☐
Holds shape well; batter or coating adheres well to meat (flesh)	☐	☐	☐	☐	☐
Flavour					
Well seasoned	☐	☐	☐	☐	☐
Pleasing aroma	☐	☐	☐	☐	☐
Overall Presentation					
Attractive presentation; pleasing	☐	☐	☐	☐	☐
Garnished appropriately	☐	☐	☐	☐	☐
Sauce (Where Applicable)					
Acceptable colour	☐	☐	☐	☐	☐
Appropriate consistency and texture	☐	☐	☐	☐	☐
Pleasing, well seasoned	☐	☐	☐	☐	☐
SCORE					
AT STANDARD	9	9	9	9	9
COMMENTS					

ANALYSIS: ADAPTING MEAL PLANNING TO LIFESTYLE **FOD2120–1**

Student Name: ______________________ Date: ____________

Teacher: ______________ Class: ______________

SCENARIO	INTERNAL FACTORS (Values, Goals, Culture, Life Cycle)	EXTERNAL FACTORS (Media, Market Place, Availability of Food)	IMPACT
1.			
2.			
3.			

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

RESEARCH: ADAPTING MEAL PLANNING TO LIFESTYLE

FOD2120–2

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set goals and establish steps to achieve them
- ☐ create and adhere to useful timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively

Information Gathering and Processing

- ☐ access a range of relevant in-school/community resources
- ☐ use a range of information-gathering techniques
- ☐ interpret, organize and combine information into a logical sequence
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ determine accuracy/currency/reliability of information sources
- ☐ gather and respond to feedback regarding approach to the task

Content

- ☐ identify the factors for planning satisfying meals:
  - – colour
  - – shape and size of food

Content (continued)

  - – temperature
  - – texture
  - – flavour
- ☐ develop healthy menus for one week for a family with a selected constraint:
  - – limited budget
  - – limited time
  - – staggered family schedules
  - – eating away from home
  - – limited cooking facilities

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems

Information Sharing

- ☐ demonstrate effective use of one or more communication media: *e.g., written, oral, audio-visual*
- ☐ communicate ideas in a logical sequence with sufficient supporting detail
- ☐ maintain acceptable grammatical and technical standards
- ☐ cite relevant information sources

COMMENTS

PRODUCT STANDARD SCORECARD: ADAPTING MEAL PLANNING 2 **FOD2120–3**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ________________

MEAL:				
LIMITATION/SCENARIO:				
Product Standards				
Healthy Meal 3–4 groups represented from *Canada's Food Guide to Healthy Eating* low fat and/or sugar	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Resources within budget within time allotment	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Meal Appeal flavour colour texture temperature size and shape	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Meets set criteria as outlined by teacher	☐	☐	☐	☐
SCORE				
AT STANDARD	7	7	7	7
COMMENTS				

ANALYSIS: VEGETARIAN CUISINE

FOD2130–1

Student Name: ____________________ Date: ____________

Teacher: ____________________ Class: ____________

MEAL:			Protein	Calories	Vitamin B12	Iron	Calcium
Day 1 Breakfast	**Day 2** Breakfast	**Day 3** Breakfast	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐
Lunch	Lunch	Lunch	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐
Supper	Supper	Supper	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐
Snack	Snack	Snack	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐	Day 1 ☐ Day 2 ☐ Day 3 ☐
TOTAL							
Daily Average (÷ 3)							
Daily Requirement							

PRODUCT STANDARD SCORECARD: VEGETARIAN CUISINE **FOD2130–2**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT:							
Product Standards	Tofu	Main Course Legumes	Appetizer Legumes	Lacto Dish	Ovo Dish	"Portable" Vegetable Food	Soy Product
Nutrition Meets lab nutritional criteria	☐	☐	☐	☐	☐	☐	☐
Appearance Colour appropriate to product Pleasing colour	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Texture Appropriate to product	☐	☐	☐	☐	☐	☐	☐
Flavour Well seasoned	☐	☐	☐	☐	☐	☐	☐
Overall Presentation Attractive presentation Garnished appropriately	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
SCORE							
AT STANDARD	5	5	5	5	5	5	5
COMMENTS							

RESEARCH: RUSH HOUR CUISINE

FOD2140-1

Student Name: ____________________ Date: __________

Teacher: ____________________ Class: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning
- ☐ set goals and establish steps to achieve them
- ☐ create and adhere to useful timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively

Information Gathering and Processing
- ☐ access a range of relevant in-school/community resources
- ☐ use a range of information-gathering techniques
- ☐ interpret, organize and combine information into a logical sequence
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ determine accuracy/currency/reliability of information sources
- ☐ gather and respond to feedback regarding approach to the task

Content
- ☐ compare two differing scenarios in terms of:
  - – effect of lifestyle on eating patterns and nutritional status
  - – use of resources in provision of food
  - – factors influencing use of prepared and convenience foods

Content (continued)
- ☐ evaluate three different prepared or convenience foods in terms of:
  - – availability
  - – nutritional value
  - – resource use
  - – palatability
- ☐ evaluate equipment and appliances that enhance the ease and speed of food preparation:
- ☐ comparison with conventional
  - – function
  - – time and energy saving
  - – cost
  - – versatility
  - – skills and knowledge for operation

Collaboration and Teamwork
- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems

Information Sharing
- ☐ demonstrate effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicate ideas in a logical sequence with sufficient supporting detail
- ☐ maintain acceptable grammatical and technical standards
- ☐ cite relevant information sources

COMMENTS

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COMPARISON: TIME-SAVING TECHNIQUES/ADAPTATIONS **FOD2140–2**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ______________

	Time-Saving Techniques			Adaptations		
	1	2	3	1	2	3
Product Description						
Amount of Time to Prepare Product (minutes)						
Amount of cooking skills needed N = None S = Some L = Lots						
Amount of Cooking Time						
Amount of Clean-up						
Cost of Product						
Cost per Serving						
Serving Size S = Small M = Medium L = Large						
Flavour – pleasing flavor – well seasoned						
Texture – appropriate – not too soft or hard						
Colour – appropriate for product – pleasing						
Comments Ranking (1st, 2nd, 3rd etc.)						

PRODUCT STANDARD SCORECARD: RUSH HOUR CUISINE

FOD2140–3

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ______________

PRODUCT:						
	Incorporating Convenience Foods			Use of Time Saving Appliance		
Product Standards	Lab 1:	Lab 2:	Lab 3:	Lab 4:	Lab 5:	Lab 6:
Flavour						
Pleasing flavour	☐	☐	☐	☐	☐	☐
Choice of food used	☐	☐	☐	☐	☐	☐
Well seasoned	☐	☐	☐	☐	☐	☐
Texture						
Appropriate to food used	☐	☐	☐	☐	☐	☐
Not too soft, mushy or hard	☐	☐	☐	☐	☐	☐
Colour						
Colour appropriate for product	☐	☐	☐	☐	☐	☐
Pleasing, acceptable colour	☐	☐	☐	☐	☐	☐
Presentation						
Neatness is observed	☐	☐	☐	☐	☐	☐
Product is displayed appropriately	☐	☐	☐	☐	☐	☐
Creativity	☐	☐	☐	☐	☐	☐
SCORE						
AT STANDARD	6	6	6	6	6	6
COMMENTS						

FRAMEWORK FOR ASSESSING A PROJECT PLAN: FOOD VENTURE

FOD2160–1

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning
- ☐ set goals and follow instructions accurately
- ☐ adhere to established timelines
- ☐ respond to directed questions and follow necessary steps to find answers
- ☐ use time effectively

Research Components
- ☐ define the task
- ☐ seek and gather various sources of information
- ☐ organize information in a logical manner
- ☐ analyze information
- ☐ extract the appropriate information from identified resources/materials to produce new information
- ☐ communicate the process involved in preparing the plan
- ☐ predict the probability that the suggested outcomes or consequences of the plan were to occur
- ☐ make a judgement on the feasibility of the venture plan

Technical Components

Produce a project plan that is:
- ☐ legible
- ☐ free of spelling/proofreading errors
- ☐ correct grammar/communication style
- ☐ professional appearance/appropriate format

Technical Components (continued)
- ☐ appropriate use of white space
- ☐ page headings
- ☐ line spacing
- ☐ document free of smudges and wrinkles

Content
- ☐ describe product/service
- ☐ describe customer and target market
- ☐ food and/or menu plans
- ☐ suppliers
- ☐ initial and operating costs
- ☐ sales projection
- ☐ management systems and standards
- ☐ financial analyses
- ☐ revisions to the plan based on the strengths and weaknesses identified after implementation of the venture

Information Sharing
- ☐ demonstrate effective use of one or more communication media: *e.g., written, oral, audio-visual*
- ☐ communicate ideas in a logical sequence with sufficient supporting detail
- ☐ maintain acceptable grammatical and technical standards
- ☐ cite relevant information sources

COMMENTS

PRODUCT TESTING SCORECARD: FOOD VENTURE **FOD2160–2**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT:				
Product Standards				
Flavour Pleasing flavour Choice of food used Well seasoned	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐
Texture Appropriate to food used	 ☐	 ☐	 ☐	 ☐
Colour Colour appropriate for product Pleasing, acceptable colour	 ☐ ☐	 ☐ ☐	 ☐ ☐	 ☐ ☐
Production Suitable for quantity sales Appropriate quality control Appropriate packaging Consistent proportions	 ☐ ☐ ☐ ☐	 ☐ ☐ ☐ ☐	 ☐ ☐ ☐ ☐	 ☐ ☐ ☐ ☐
SCORE				
STANDARD	7	7	7	7
COMMENTS				

RESEARCH: INTERNATIONAL CUISINE

FOD2170–1

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set goals and establish steps to achieve them
- ☐ create and adhere to useful timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively

Information Gathering and Processing

- ☐ access a range of relevant in-school/community resources
- ☐ use a range of information-gathering techniques
- ☐ interpret, organize and combine information into a logical sequence
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ determine accuracy/currency/reliability of information sources
- ☐ gather and respond to feedback regarding approach to the task

Content

- ☐ examine and compare a minimum of two international cuisines in terms of:
  - availability of foods
  - acceptability of foods
  - role of food in transmitting culture
  - food sensibilities
  - nutritional role of foods by comparing the manner in which two or more cuisines satisfy nutritional needs, considering energy requirements, carbohydrates, protein, fat and two vitamins or minerals

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems

Information Sharing

- ☐ demonstrate effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicate ideas in a logical sequence with sufficient supporting detail
- ☐ maintain acceptable grammatical and technical standards
- ☐ cite relevant information sources

COMMENTS

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PRODUCT STANDARD SCORECARD: INTERNATIONAL CUISINE **FOD2170–2**

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

Product							
Product Standards	Technique Cuisine #1	Technique Cuisine #2	Food Group #1	Food Group #2	Common Food #1	Common Food #2	Symbolic Food
Flavour							
Pleasing flavour	☐	☐	☐	☐	☐	☐	☐
Choice of food used	☐	☐	☐	☐	☐	☐	☐
Well seasoned	☐	☐	☐	☐	☐	☐	☐
Texture							
Appropriate to food used	☐	☐	☐	☐	☐	☐	☐
Not too soft, mushy or tough	☐	☐	☐	☐	☐	☐	☐
Colour							
Colour appropriate for product	☐	☐	☐	☐	☐	☐	☐
Pleasing, acceptable colour	☐	☐	☐	☐	☐	☐	☐
Presentation							
Neatness is observed	☐	☐	☐	☐	☐	☐	☐
Product is displayed appropriately	☐	☐	☐	☐	☐	☐	☐
Proportion is achieved	☐	☐	☐	☐	☐	☐	☐
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

RESEARCH: LIFE CYCLE MENU DEVELOPMENT

FOD3010–1

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ demonstrate resourcefulness in collecting data
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognize underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Content

- ☐ reflect the following:
  - meet minimum requirements of *Canada's Food Guide to Healthy Eating*
  - age appropriate

Content (continued)

  - meet special nutritional requirements
  - menu varied in colour, texture and flavour
- ☐ research and plan a one-day menu for a minimum of two of the following:
  - pregnant woman
  - infant
  - toddler
  - senior
  - diabetic
  - individual with food allergies/eating disorders

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems
- ☐ display effective communication and leadership skills

Information Sharing

- ☐ demonstrate effective use of a variety of communication media:
  e.g., written, oral, audio-visual
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources

COMMENTS

RESEARCH: COMMUNITY NUTRITION PROGRAM ANALYSIS

FOD3010–2

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ demonstrate resourcefulness in collecting data
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognize underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Content

- ☐ analyze:
  - target group
  - program rationale
  - delivery strategies
  - program effectiveness

Content (continued)

- ☐ plan meals for a minimum of two days, which achieve the guidelines for carbohydrate, fat and protein intake described in the *Nutrition Recommendations for Canadians*
- ☐ plan meals for a minimum of one day within the constraints of a selected diet-related disease
- ☐ interpret nutrition labels from a minimum of three foods representative of three food groups
- ☐ evaluate a current nutrition controversy or food practice

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems
- ☐ display effective communication and leadership skills

Information Sharing

- ☐ demonstrate effective use of a variety of communication media:
  e.g., written, oral, audio-visual
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources

COMMENTS

RESEARCH: NUTRITION AND DIGESTION

FOD3020–1

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning
- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ demonstrate resourcefulness in collecting data
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognize underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Content
- ☐ assess menu:
  - – meet *Canada's Food Guide to Healthy Eating*
  - – meet restricted diet requirements
- ☐ evaluate the chosen controversy, using reputable nutrition information

Collaboration and Teamwork
- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems
- ☐ display effective communication and leadership skills

Information Sharing
- ☐ demonstrate effective use of a variety of communication media: *e.g., written, oral, audio-visual*
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources.

COMMENTS

PRODUCT STANDARD SCORECARD: CREATIVE BAKING **FOD3030–1**

Student Name: ______________________ Date: ____________

Teacher: ____________________ Class: ____________

Specialty Cake:	Specialty Pastry:	Advanced Yeast:	Specialty Dessert:
Cake Standards ☐ Meets previous cake standards. **Frosting/Icing** ☐ Filling appropriate to product. ☐ Texture and consistency appropriate to product. ☐ Flavour compliments cake. **Decorative Treatments** ☐ Applied evenly. ☐ Appropriate border and finishing treatments. ☐ Balance and proportion achieved.	**Pastry Standards** Meets previous pastry standards. ☐ Appropriate colour. ☐ Shape is appropriate to product. ☐ Texture is appropriate to product. ☐ Palatability. **Filling** ☐ Is appropriate and compliments the pastry. **Assembly** ☐ Balance and proportion achieved. ☐ Finishing techniques appropriate.	**Exterior** ☐ Well-proportioned, even shape, smooth rounded top ☐ Good proportion to weight. ☐ Golden brown colour. ☐ Tender, crisp crust, even thickness **Interior** ☐ Even colour, free of streaks. ☐ Tender, crisp crust; even thickness. ☐ Fine, even grain. ☐ Slightly moist, tender texture. ☐ Well flavoured.	**Appearance** ☐ Colour appropriate to product. ☐ Size/shape/form is appropriate to product. **Texture** ☐ Appropriate to product. **Flavour** ☐ Pleasing. ☐ Compliments ingredients/foods used. **Assembly** ☐ Balance and proportion ☐ achieved. Finishing techniques appropriate.
Overall Presentation ☐ Creativity, flair. ☐ Artistry.	**Overall Presentation** ☐ Creativity, flair. ☐ Artistry.	**Overall Presentation** ☐ Creativity, flair. ☐ Artistry.	**Overall Presentation** ☐ Creativity, flair. ☐ Artistry.
SCORE	SCORE	SCORE	SCORE
8 STANDARD	8 AT STANDARD	9 AT STANDARD	8 AT STANDARD

COMMENTS

329

330

RESEARCH: ADVANCED YEAST PRODUCTS **FOD3040–1**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ demonstrate resourcefulness in collecting data
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognize underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Content

- ☐ identify the typical yeast products for a particular culture

Content (continued)

- ☐ describe:
  - – ingredients
  - – stages in production
  - – preparation techniques
  - – cultural role of the product

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems
- ☐ display effective communication and leadership skills

Information Sharing

- ☐ demonstrate effective use of a variety of communication media: *e.g., written, oral, audio-visual*
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources

COMMENTS

PRODUCT STANDARD SCORECARD: ADVANCED YEAST PRODUCTS **FOD3040–2**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ______________

Product Standards	Sweet Dough	Braid	Whole Grain	Rolled-in	Deep-fried	Cultural Yeast #1	Cultural Yeast #2
Exterior							
Well-proportioned, even shape, smooth rounded top	☐	☐	☐	☐	☐	☐	☐
Good proportion to weight	☐	☐	☐	☐	☐	☐	☐
Golden brown colour	☐	☐	☐	☐	☐	☐	☐
Tender, crisp crust, even thickness, not cracked	☐	☐	☐	☐	☐	☐	☐
Interior							
Creamy white, free of streaks (unless using whole wheat flour)	☐	☐	☐	☐	☐	☐	☐
Tender, crisp crust, even thickness, not cracked	☐	☐	☐	☐	☐	☐	☐
Evenly distributed, fine, thin walls	☐	☐	☐	☐	☐	☐	☐
Slightly moist, soft, tender texture	☐	☐	☐	☐	☐	☐	☐
Sweet, nutty flavour	☐	☐	☐	☐	☐	☐	☐
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

PRODUCT STANDARD SCORECARD: CLASSIC AND NOUVEAU SOUPS **FOD3050–1**

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

Product Standards	Consommé	Chowder	Cold	Specialty/ Ethnic	Health Conscious	Soup/Sauce
Texture						
Correct consistency	☐	☐	☐	☐	☐	☐
Lump free	☐	☐	☐	☐	☐	☐
Not separated/curdled	☐	☐	☐	☐	☐	☐
Fat free	☐	☐	☐	☐	☐	☐
Clarity	☐	☐	☐	☐	☐	☐
Appropriate doneness of various components	☐	☐	☐	☐	☐	☐
Flavour						
Characteristic of foods used	☐	☐	☐	☐	☐	☐
Rich/well seasoned	☐	☐	☐	☐	☐	☐
Appearance						
Pleasing colour, characteristics for product	☐	☐	☐	☐	☐	☐
Garnishes/vegetable attractively cut	☐	☐	☐	☐	☐	☐
Pleasing overall impression	☐	☐	☐	☐	☐	☐
SCORE						
AT STANDARD	9	9	9	9	9	9
COMMENTS						

PRODUCT STANDARD SCORECARD: CLASSIC AND NOUVEAU SAUCES **FOD3050–2**

Student Name: ______________________ Date: ____________

Teacher: ______________ Class: ______________

Product Standards	Béchamel Derivative	Velouté Derivative	Brown Sauce/ Demiglaze Derivative	Tomato Derivative	Emulsified Sauce	Emulsified Derivative
Texture						
Correct consistency	☐	☐	☐	☐	☐	☐
Lump free	☐	☐	☐	☐	☐	☐
Not separated/curdled	☐	☐	☐	☐	☐	☐
Fat free	☐	☐	☐	☐	☐	☐
Flavour						
Characteristics of foods used	☐	☐	☐	☐	☐	☐
Rich/well-seasoned	☐	☐	☐	☐	☐	☐
Compatible with foods served	☐	☐	☐	☐	☐	☐
Appearance						
Pleasing colour, characteristic for product	☐	☐	☐	☐	☐	☐
Garnishes/vegetables attractively cut	☐	☐	☐	☐	☐	☐
Gloss/sheen	☐	☐	☐	☐	☐	☐
Pleasing overall impression	☐	☐	☐	☐	☐	☐
SCORE						
AT STANDARD	9	9	9	9	9	9
COMMENTS						

PRODUCT STANDARD SCORECARD: FOOD PRESENTATION **FOD3060–1**

Student Name: ______________________ Date: ____________

Teacher: ______________ Class: ______________

Product Standards	Tray 1	Tray 2	Soups/Salads	Hors d'oeuvres	Hot Meats or Vegetables	Pasta/Sauces	Desserts
Arrangement							
Neat	☐	☐	☐	☐	☐	☐	☐
Visually appealing	☐	☐	☐	☐	☐	☐	☐
Colour							
Variety of colours	☐	☐	☐	☐	☐	☐	☐
Contrast is appropriate	☐	☐	☐	☐	☐	☐	☐
Proportion							
Size of food is appropriate	☐	☐	☐	☐	☐	☐	☐
Shape of food is appropriate	☐	☐	☐	☐	☐	☐	☐
Balance							
Is achieved	☐	☐	☐	☐	☐	☐	☐
Harmony							
Is achieved	☐	☐	☐	☐	☐	☐	☐
Creativity							
Artistry	☐	☐	☐	☐	☐	☐	☐
Flair	☐	☐	☐	☐	☐	☐	☐
SCORE							
AT STANDARD	7	7	7	7	7	7	7
COMMENTS							

PRODUCT STANDARD SCORECARD: SHORT ORDER COOKING **FOD3070–1**

Student Name: ______________________ Date: ____________

Teacher: ____________ Class: ____________

Product Standards	Sandwich	Breakfast Food	Meat Item	Fish Seafood	Poultry	Pot/Vegetable	Cultural
Appearance							
Colour appropriate to product	☐	☐	☐	☐	☐	☐	☐
Colour appropriate to cooking method	☐	☐	☐	☐	☐	☐	☐
Texture							
Appropriate to product and cooking method employed	☐	☐	☐	☐	☐	☐	☐
Flavour							
Appropriate to product	☐	☐	☐	☐	☐	☐	☐
Well seasoned	☐	☐	☐	☐	☐	☐	☐
Overall Presentation							
Attractive presentation	☐	☐	☐	☐	☐	☐	☐
Garnished appropriately	☐	☐	☐	☐	☐	☐	☐
SCORE							
AT STANDARD	5	5	5	5	5	5	5
COMMENTS							

Cooking Methods:	Boil/BBQ	Poach/Steam	Grill/Griddle	Microwave/ Bake	Fry/Sauté	Deep-fry	Toast

341

342

PRODUCT STANDARD SCORECARD: ADVANCED MEAT COOKERY

FOD3080–1

Student Name: ____________________ Date: ____________

Teacher: ____________ Class: ____________

MEAT PRODUCT:					
Product Standards	Dry Heat #1	Dry Heat #2	Moist Heat #1	Moist Heat #2	Ethnic Meat Dish
Appearance					
Colour appropriate to cooking method or recipe	☐	☐	☐	☐	☐
Uniform size, shape; portion compliments product	☐	☐	☐	☐	☐
Texture					
Appropriate degree of doneness	☐	☐	☐	☐	☐
Tenderness retained or developed	☐	☐	☐	☐	☐
Moist, juicy	☐	☐	☐	☐	☐
Flavour					
Characteristic of meat used	☐	☐	☐	☐	☐
Appropriately seasoned	☐	☐	☐	☐	☐
Overall palatability	☐	☐	☐	☐	☐
Overall Presentation					
Product presented attractively	☐	☐	☐	☐	☐
Garnished appropriately	☐	☐	☐	☐	☐
Sauce (Where Applicable)					
Acceptable colour	☐	☐	☐	☐	☐
Appropriate consistency and texture	☐	☐	☐	☐	☐
Pleasing, well seasoned	☐	☐	☐	☐	☐
SCORE					
AT STANDARD	10	10	10	10	10
COMMENTS					

PRODUCT STANDARD SCORECARD: BASIC MEAT CUTTING **FOD3090–1**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

Wholesale Cut	Beef Carcass/ Wholesale Cut 1	Beef Carcass/ Wholesale Cut 2	Pork Carcass/ Wholesale Cut 3	Lamb Carcass/ Wholesale Cut 4	Veal/Other Carcass/ Wholesale Cut 5
Retail Meat Product Standards					
Carcass/Cut Breakdown					
Correctness	☐	☐	☐	☐	☐
Accuracy/neatness	☐	☐	☐	☐	☐
Boneless and Tied Roasts					
Appropriate shape and size	☐	☐	☐	☐	☐
Trim	☐	☐	☐	☐	☐
Knotting technique	☐	☐	☐	☐	☐
Market Forms (Portion Cuts)					
Appropriateness for retail product	☐	☐	☐	☐	☐
Uniform size/thickness	☐	☐	☐	☐	☐
Trim	☐	☐	☐	☐	☐
Portion size	☐	☐	☐	☐	☐
Specified grind and fat content	☐	☐	☐	☐	☐
SCORE					
AT STANDARD: 70% of applicable criteria (criteria will vary according to cut and market form; e.g., most criteria will not apply in the case of ground meats).					
COMMENTS					

FRAMEWORK FOR ASSESSING A PROJECT PLAN: ENTERTAINING WITH FOOD

FOD3100–1

Student Name: ______________________ Date: ______________

Teacher: ______________ Class: ______________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 **meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning
- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Research Components
- ☐ define the task
- ☐ seek and gather various sources of information
- ☐ organize information in a logical manner
- ☐ analyze information
- ☐ extract the appropriate information from identified resources/materials to produce new information
- ☐ communicate the process involved in preparing the plan
- ☐ predict the probability that the suggested outcomes or consequences of the plan were to occur
- ☐ make a judgement on the feasibility of the venture plan

Technical Components

Produce a project plan that is:
- ☐ legible
- ☐ free of spelling/proofreading errors
- ☐ correct grammar/communication style
- ☐ professional appearance/appropriate format

Technical Components (continued)
- ☐ appropriate use of white space
- ☐ page headings
- ☐ line spacing
- ☐ document free of smudges and wrinkles

Content
- ☐ identify parameters for the event
- ☐ incorporate a theme into the event
- ☐ develop a budget
- ☐ test foods/recipes for appropriateness for the event
- ☐ plan a menu
- ☐ develop a management plan
- ☐ decorate for the event
- ☐ prepare food for the event
- ☐ host the event
- ☐ clean up following the event
- ☐ evaluate the success of the event

Information Sharing
- ☐ demonstrate effective use of a variety of communication media:
  e.g., written, oral, audio-visual
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources

COMMENTS

PRODUCT STANDARD SCORECARD: ENTERTAINING WITH FOOD **FOD3100–2**

Student Name: ______________________________ Module: ______________

Teacher: ______________________ Class: ______________________ Level: ______________

PRODUCT:						
Product Standards	Menu Item #1	Menu Item #2	Menu Item #3	Menu Item #4	Menu Item #5	Meal/Event
Flavour Pleasing flavour Choice of food used Well seasoned	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐
Texture/Colour Appropriate to food used Colour appropriate for product	 ☐ ☐	 ☐ ☐	 ☐ ☐	 ☐ ☐	 ☐ ☐	 ☐ ☐
Preparation Technique Characteristic of cuisine Proper technique	 ☐ ☐	 ☐ ☐	 ☐ ☐	 ☐ ☐	 ☐ ☐	 ☐ ☐
Presentation Neatness is observed Product is displayed appropriately Proportion is achieved	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐
SCORE						
STANDARD	8	8	8	8	8	8
COMMENTS						

FRAMEWORK FOR ASSESSING A PROJECT PLAN: FOOD PROCESSING

FOD3110–1

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Research Components

- ☐ define the task
- ☐ seek and gather various sources of information
- ☐ organize information in a logical manner
- ☐ analyze information
- ☐ extract the appropriate information from identified resources/materials to produce new information
- ☐ communicate the process involved in preparing the plan
- ☐ predict the probability that the suggested outcomes or consequences of the plan were to occur
- ☐ make a judgement on the feasibility of the venture plan

Technical Components

Produce a project plan that is:

- ☐ legible
- ☐ free of spelling/proofreading errors
- ☐ correct grammar/communication style
- ☐ professional appearance/appropriate format

Technical Components (continued)

- ☐ appropriate use of white space
- ☐ page headings
- ☐ line spacing
- ☐ document free of smudges and wrinkles

Content

- ☐ describe micro-organisms
- ☐ prevent food-borne illness
- ☐ maintain food quality through processing and during storage
- ☐ describe the function of ingredients, methods and rationale for freezing, canning, pickling, drying, jam- or jelly-making
  - ☐ the effect of processing on the nutrient value of foods
  - ☐ the role of food additives
  - ☐ technological developments and their impact on food supply

Information Sharing

- ☐ demonstrate effective use of a variety of communication media: *e.g., written, oral, audio-visual*
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources

COMMENTS

PRODUCT STANDARD SCORECARD: FOOD PROCESSING **FOD3110–2**

Student Name: ______________________________ Date: ______________

Teacher: ____________________ Class: ____________________

PRODUCT:						
Product Standards	Canning	Freezing	Drying	Pickling	Jam-making	Jelly-making
Appearance						
Colour appropriate to product	☐	☐	☐	☐	☐	☐
Pleasing colour	☐	☐	☐	☐	☐	☐
Texture						
Appropriate to product	☐	☐	☐	☐	☐	☐
Flavour						
Well seasoned	☐	☐	☐	☐	☐	☐
Overall Presentation						
Processed appropriately	☐	☐	☐	☐	☐	☐
Labelled appropriately	☐	☐	☐	☐	☐	☐
SCORE						
AT STANDARD	5	5	5	5	5	5
COMMENTS						

PRODUCT STANDARD SCORECARD: FOOD EVOLUTION/INNOVATION

FOD3120–1

Student Name: ____________________ Date: ____________

Teacher: ____________________ Class: ____________

Product Standards	Comparison★						
	Hunted or Gathered Food	Processed Food	Historical Food	Cultural Food	Canadian Food	Technological Advanced Food	Future Food
Demonstrates the criteria of the project	☐	☐	☐	☐	☐	☐	☐
Appearance							
Colour appropriate to product	☐	☐	☐	☐	☐	☐	☐
Pleasing colour	☐	☐	☐	☐	☐	☐	☐
Texture							
Appropriate to product	☐	☐	☐	☐	☐	☐	☐
Flavour							
Well seasoned	☐	☐	☐	☐	☐	☐	☐
Overall Presentation							
Attractive presentation	☐	☐	☐	☐	☐	☐	☐
Garnished appropriately	☐	☐	☐	☐	☐	☐	☐
SCORE							
AT STANDARD	5	5	5	5	5	5	5
COMMENTS							

★Use tool FODCOM to compare products.

RESEARCH: THE FOOD ENTREPRENEUR

FOD3130–1

Student Name: ______________________________ Date: ____________

Teacher: ____________________ Class: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. ***Analyzes and provides effective client/customer services.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning
- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ exhibit resourcefulness in collecting data
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognize underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Information Sharing
- ☐ demonstrate effective use of a variety of communication media: *e.g., written, oral, audio-visual*
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing five relevant information sources

Content
- ☐ describe trends in food and eating patterns
- ☐ describe influences on and acceptance of food trends
- ☐ describe food ventures in the community
- ☐ describe regulations and procedures for ensuring food safety and for labelling and sale of foods

COMMENTS

FRAMEWORK FOR ASSESSING A PROJECT PLAN: THE FOOD ENTREPRENEUR

FOD3130–2

Student Name: ______________________ Date: ______________

Teacher: ______________ Class: ______________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics are optional*)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. ***Analyzes and provides effective client/customer services.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

☐ set clear goals and establish steps to achieve them
☐ create and adhere to detailed timelines
☐ use personal initiative to formulate questions and find answers
☐ plan and use time effectively, prioritizing tasks on a consistent basis

Research Components

☐ define the task
☐ seek and gather various sources of information
☐ organize information in a logical manner
☐ analyze information
☐ extract the appropriate information from identified resources/materials to produce new information
☐ communicate the process involved in preparing the plan
☐ predict the probability that the suggested outcomes or consequences of the plan were to occur
☐ make a judgement on the feasibility of the venture plan

Technical Components

Produce a project plan that is:

☐ legible
☐ free of spelling/proofreading errors
☐ correct grammar/communication style
☐ professional appearance/appropriate format

Technical Components (continued)

☐ appropriate use of white space
☐ page headings
☐ line spacing
☐ document free of smudges and wrinkles

Content

☐ describe product/service
☐ describe customer and target market
☐ marketing plan
☐ food testing
☐ suppliers
☐ pricing strategy
☐ appropriate packing
☐ production plan
☐ sales projection
☐ quality control procedures
☐ external opportunities and threats
☐ revisions to the marketing plan based on the strengths and weaknesses of the ongoing marketing strategy after implementation of the venture

Information Sharing

☐ demonstrate effective use of a variety of communication media:
e.g., written, oral, audio-visual
☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
☐ maintain acceptable grammatical and technical standards
☐ give evidence of adequate information gathering by citing relevant information sources

COMMENTS

PRODUCT STANDARD SCORECARD: THE FOOD ENTREPRENEUR **FOD3130–3**

Student Name: ______________________________ Module: ______________

Teacher: ____________________ Class: ____________________ Level: ______________

PRODUCT:				
Product Standards				
Flavour Pleasing flavour Choice of food used Well seasoned	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐	 ☐ ☐ ☐
Texture Appropriate to food used	 ☐	 ☐	 ☐	 ☐
Colour Colour appropriate for product Pleasing, acceptable colour	 ☐ ☐	 ☐ ☐	 ☐ ☐	 ☐ ☐
Production Suitable for quantity sales Appropriate quality control Appropriate packaging Consistent proportions	 ☐ ☐ ☐ ☐	 ☐ ☐ ☐ ☐	 ☐ ☐ ☐ ☐	 ☐ ☐ ☐ ☐
SCORE				
STANDARD	8	8	8	8
COMMENTS				

RESEARCH: INTERNATIONAL CUISINE 2

FOD3140–1

Student Name: ______________________________ Date: ______________

Teacher: ______________________ Class: ______________________

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 **meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.** ***Analyzes and provides effective client/customer services.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ demonstrate resourcefulness in collecting data
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognize underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Content

Produce a project that includes:

- ☐ availability of foods including climate, geography, economy, infrastructure, technology, staple foods, regionalization of foods

Content (continued)

- ☐ acceptability of foods, including social structure, values, religion, beliefs, history, ethnicity
- ☐ role of food in culture, including symbolism, traditions, manners, meal patterns, celebrations, gender roles
- ☐ food presentation including food planning principles, seasonings, food and flavour combinations, presentation
- ☐ nutritional role of foods

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems
- ☐ display effective communication and leadership skills

Information Sharing

- ☐ demonstrate effective use of a variety of communication media:
  e.g., written, oral, audio-visual
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources

COMMENTS

PRODUCT STANDARD SCORECARD: INTERNATIONAL CUISINE 2

FOD3140-2

Student Name: ______________________________ Module: ____________
Teacher: ______________ Class: ______________ Level: ____________

PRODUCT:						
Product Standards	Technique #1	Technique #2	Food Group #1	Food Group #2	Food Group #3	Meal/Event
Flavour						
Pleasing flavour	☐	☐	☐	☐	☐	☐
Choice of food used	☐	☐	☐	☐	☐	☐
Well seasoned	☐	☐	☐	☐	☐	☐
Texture/Colour						
Appropriate to food used	☐	☐	☐	☐	☐	☐
Colour appropriate for product	☐	☐	☐	☐	☐	☐
Preparation Technique						
Characteristic of cuisine	☐	☐	☐	☐	☐	☐
Proper technique	☐	☐	☐	☐	☐	☐
Presentation						
Neatness is observed	☐	☐	☐	☐	☐	☐
Product is displayed appropriately	☐	☐	☐	☐	☐	☐
Proportion is achieved	☐	☐	☐	☐	☐	☐
SCORE						
STANDARD	8	8	8	8	8	8
COMMENTS						

FOODS

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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LINKAGES/TRANSITIONS

LINKAGES

There are many linkages between Foods and other CTS strands, and between Foods and other secondary programs. The linkages extend to a variety of post-secondary and career possibilities.

With Other CTS Strands

Many CTS strands link with Foods. In the following strands, specific modules may be of interest to Foods students:

Strand	Module	Linkage Opportunity
Career Transitions	Project modules	• if a student undertakes an extensive project beyond the expectations of the Foods module • to increase the proficiency level of various food preparation techniques identified in the Foods module
Design	Living Environment Studio 2★	• offer in the context of kitchen planning
Enterprise and Innovation	Managing the Venture★	• offer in the context of a food-related venture; e.g., cafeteria, catering
Tourism	Quality Guest Service The Food Sector Food Functions Food Service Operation	• certification potential • to learn the specifics of food service and standards • certification potential • to design a food services operation and develop food service strategies

★These modules are included in this section.

The following CTS strands have linkages that are more general in nature:

Strand	Food-related Themes
Communication Technology	Presentation
Community Health	Nutrition
Financial Management	Management
Management and Marketing	Management
Agriculture	Social and Cultural, Management

Potential linkages of Foods with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see "Foods: Connections with Other CTS Strands" and "Foods in Junior High").

A number of modules from other CTS strands can be combined effectively with modules from the Foods strand. These "linkage modules" are shown in "Foods: Extended Scope and Sequence" and "Foods: Linkages Within CTS".

In addition, the following modules include an expanded "notes" section which helps teachers include the module in a Foods course:

- DES3080: Living Environments–Studio
- E&I3010: Managing the Venture.

With Other Secondary Programs

In order for learning to be significant, relevant and reinforced for all students, it is important to integrate the core and complementary areas with the program. Teacher awareness of content of the different curricula will promote cross-curricular learning and team teaching. As students apply the knowledge and skills learned in one subject to solve a problem in another area, they will generate positive attitudes and the confidence to meet the challenges of daily living.

Potential linkages of Foods with other core and complementary subject areas across the curriculum are identified in this section (see "Foods: Connections Across the Curriculum," "Foods: Linkages with Other Programs."

With Practical Arts Courses

Modules in the Foods strand replace existing content in the junior and senior high Home Economics, Food Studies, and Food Preparation courses. A detailed correlation of the Foods strand to these practical arts courses can be found in this section (see "Foods: Correlations with Practical Arts Courses: Home Economics (Foods) 7, 8 and 9," "Foods: Correlations with Practical Arts Courses: Food Studies 10, 20 and 30," and "Foods: Correlations with Practical Arts Courses: Food Preparation 12, 22 and 32").

TRANSITIONS

To the Workplace

The intermediate and advanced modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace. Some businesses welcome an individual who has the basic skills and is prepared for further training from the employer.

Information from the National Occupational Classification (NOC) regarding occupations in food-related areas that can be accessed upon completion of high school is provided in this section (see "Foods: Related Occupations", page H.38).

To Related Post-secondary Programs

The themes and modules offered in Foods are consistent with many of the pre-employment and apprenticeship courses now being offered by post-secondary institutions.

A number of articulation agreements have been established with post-secondary institutions in Alberta. These agreements provide preferred entrance and/or advanced standing/credit for CTS students who have successfully completed designated modules. A current summary of articulation agreements in place that involve CTS modules is available through Alberta Education's web site at <http://ednet.edc.gov.ab.ca>. For further information regarding particular articulation agreements, contact the post-secondary institution and/or review their respective calendar.

CTS courses in Foods may also link with Alberta's Apprenticeship Training; e.g., Cook, Baker. Students who are employed as an apprentice in one of these trade areas and have successfully completed designated CTS modules may also qualify, upon the recommendation of their employer, for a portion of the in-school training component. A summary of articulation agreements established for specific apprenticeship trades (including a correlation to CTS modules) is available through Alberta Education's web site. Further information regarding apprenticeship linkages can be obtained by contacting Alberta Advanced Education and Career Development, Apprenticeship and Industry Training Division.

An outline of post-secondary institutions in Alberta currently offering programs in food-related areas is provided in this section (see "Foods: Summary of Related Post-secondary Programs").

To Other Government Initiatives

There are a number of provincial/municipal initiatives:

- Alberta Education Tourism Council, ALBERTA BEST
- Alberta Health, Environmental Health Services, Food Sanitation and Hygiene Program
- Edmonton Board of Health, Heart à la Carte
- Heart and Stroke Foundation of Alberta, Heart Smart.

To Industry Initiatives

In the fall of 1990, the Steering Committee of the Canadian Foodservice Industry published a summary, "Canadian Foodservice Industry: A Human Resource Study," which states:

> A number of initiatives are under way to develop certification standards for certain occupations in the foodservices industry. The three main organizations that are addressing non-apprenticeship types of certification at a national level are:
>
> - the Canadian Restaurant and Foodservices Association, which has established a certification program of Foodservices Manager;
> - the Canadian Food Service Executive Association, which has established a Certified Food Executive (CFE) program; and
> - the Canadian Federation of Chefs de Cuisine, which has established a Chef de Cuisine program.

In addition, provincial organizations are developing standards and certification processes for foodservices occupations with a view to eventually having national standards and certification available. Professional certification programs and minimum standards are intended to accomplish several objectives, including:

- raise the quality, service and professionalism in the industry and individual occupations;
- help enhance the long-term image of the industry by improving workers' self-image and establishing career paths;
- maintain competence through continuing education program; and
- assist education institutions in establishing curricula.

The industry expressed considerable support of the idea of increasing the level of certification. Most managers with staffing responsibilities, especially in institutions, rated certification based on industry standards and defined skills as very or somewhat important.

CREDENTIALLING

Information regarding credentialling in Foods is provided in this section; see "Credentialling Opportunities in Foods".

LINKAGES – *Foods: Connections with Other CTS Strands*

Foods Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Electro-Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Fashion Studies	Financial Management	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Nutrition																					
FOD1010: Food Basics		■		▤						▤										▤	
FOD2010: Food & Nutrition Basics		■		▤						▤											
FOD2020: Nutrition & the Athlete		■		▤						▤											
FOD2030: Food Decisions & Health		■		▤						▤											
FOD3010: Food for the Life Cycle		■		▤						▤											
FOD3020: Nutrition & Digestion		■		▤						▤											
Theme: Preparation & Presentation																					
FOD1020: Baking Basics		■								▤										▤	
FOD1030: Snacks & Appetizers		■					▤			▤										▤	
FOD2040: Cake & Pastry		■								▤										▤	
FOD2050: Yeast Breads & Rolls		■								▤										▤	
FOD2060: Milk Products & Eggs		■								▤										▤	
FOD2070: Stocks, Soups & Sauces		■								▤										▤	
FOD2080: Vegetables/Fruits/Grains		■								▤										▤	
FOD2090: Creative Cold Foods		■					▤			▤										▤	
FOD2100: Basic Meat Cookery		■								▤										▤	
FOD2110: Fish & Poultry		■								▤										▤	
FOD3030: Creative Baking		■					▤			▤										▤	
FOD3040: Advanced Yeast Products		■								▤										▤	
FOD305: Advanced Soups & Sauces		■								▤										▤	
FOD3060: Food Presentation		■					▤			▤										▤	
FOD3070: Short Order Cooking		■								▤										▤	
FOD3080: Advanced Meat Cookery		■								▤										▤	
FOD3090: Basic Meat Cutting		■								▤										▤	
Theme: Management																					
FOD1040: Meal Planning 1		■								▤										▤	
FOD1050: Fast & Convenience Foods		■								▤										▤	
FOD2120: Meal Planning 2		■								▤										▤	
FOD2130: Vegetarian Cuisine		■								▤										▤	
FOD2140: Rush Hour Cuisine		■								▤										▤	
FOD2150: Food Safety & Sanitation		■								▤										■	
FOD2160: Food Venture		■								■			▤					▤		▤	
FOD3100: Entertaining with Food		■					▤			▤										▤	
FOD3110: Food Processing	▤	■								▤										▤	
FOD3120: Food Evolution/Innovation	▤	■								■										▤	
FOD3130: The Food Entrepreneur		■								■			▤					▤		▤	
Theme: Social & Cultural																					
FOD1060: Canadian Heritage Foods		■								▤										▤	
FOD2170: International Cuisine 1		■								▤										▤	
FOD3140: International Cuisine 2		■								▤										▤	

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations. ■

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes. ▤

LINKAGES – *Foods in Junior High*

Course Emphasis	Foods Modules	Community Health Modules	Tourism Studies Modules	Agriculture Modules
Nutrition (2 modules)	Food Basics *FOD1010*	Perspectives on Health *CMH1080*		
Preparation and Presentation (3 modules)	Baking Basics *FOD1020* Snacks & Appetizers *FOD1030*		Quality Guest Service *TOU1030*	
Management (7 modules)	Meal Planning 1 *FOD1040* Fast & Convenience Foods *FOD1050*	Personal Safety (Management) *CTR1210*	The Food Sector *TOU1040*	Consumer Products & Services *AGR1060* Agriculture: The Big Picture *AGR1010* Agriculture Technology *AGR1100*
Social and Cultural (2 modules)	Canadian Heritage Foods *FOD1060*	Family Dynamics *CMH1010*		

LINKAGES – *Foods: Extended Scope and Sequence*

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Food Basics ✠ *FOD1010*	Food & Nutrition Basics *FOD2010*	Food for the Life Cycle *FOD3010*	Nutrition
	Nutrition & the Athlete *FOD2020*	Nutrition & Digestion *FOD3020*	
	Food Decisions & Health *FOD2030*		
Baking Basics *FOD1020*	Cake & Pastry *FOD2040*	Creative Baking *FOD3030*	Preparation and Presentation
	Yeast Breads & Rolls *FOD2050*	Advanced Yeast Products *FOD3040*	
	Milk Products & Eggs *FOD2060*		
Snacks & Appetizers *FOD1030*	Stocks, Soups & Sauces *FOD2070*	Advanced Soups & Sauces *FOD3050*	
	Vegetables/Fruits/Grains *FOD2080*	Food Presentation *FOD3060*	
	Creative Cold Foods *FOD2090*	Short Order Cooking *FOD3070*	
	Basic Meat Cookery *FOD2100*	Advanced Meat Cookery *FOD3080*	
	Fish & Poultry *FOD2110*	Basic Meat Cutting *FOD3090*	
Meal Planning 1 *FOD1040*	Meal Planning 2 *FOD2120*	Entertaining with Food *FOD3100*	Management
	Vegetarian Cuisine *FOD2130*	Food Processing *FOD3110*	
Fast & Convenience Foods *FOD1050*	Rush Hour Cuisine *FOD2140*	Food Evolution/Innovation *FOD3120*	
	Food Safety & Sanitation *FOD2150*		
	Food Venture *FOD2160*	The Food Entrepreneur *FOD3130*	
Canadian Heritage Foods *FOD1060*	International Cuisine 1 *FOD2170*	International Cuisine 2 *FOD3140*	Social and Cultural

—— Prerequisite   - - - - Recommended sequence

✠ Prerequisite to all modules in this strand.

LINKAGES – *Foods: Linkage Opportunities Within CTS*

INTRODUCTORY	INTERMEDIATE	ADVANCED	STRAND
Project 1A *CTR1110*	Project 2A *CTR2110*	Project 3A *CTR3110*	Career Transitions
Project 1B *CTR1120*	Project 2B *CTR2120*	Project 3B *CTR3120*	
	Project 2C *CTR2130*	Project 3C *CTR3130*	
	Project 2D *CTR2140*	Project 3D *CTR3140*	
		Living Environment Studio 2 *DES3080*	Design Studies
		Managing the Venture *ENT3010*	Enterprise and Innovation
Quality Guest Service[1] *TOU1030*			Tourism Studies
The Food Sector *TOU1040*	Food Functions *TOU2040*	Food Service Operations *TOU3030*	

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[1] Teachers registered as ALBERTA BEST Trainers may award ALBERTA BEST Student Certificates.

MODULE DES3080: LIVING ENVIRONMENT STUDIO 2

Level: Advanced

Theme: Design Skills, Processes and Applications

Prerequisites: None

Module Description: Students learn to consider form and space when developing specific architectural, environmental or interior design solutions specific to human and/or environmental needs. They assess solutions on the basis of functional and aesthetic considerations and appropriateness within the human environment. Materials and production processes may be considered at this stage though not necessarily resolved. When designing at the micro level, students consider the ergonomic aspects of design.

Module Parameters: Sketching, drawing and modelling tools and equipment and access to a computer. Specialized facilities or equipment depend on the approach taken.

Note: It is recommended that students have access to instruction from an individual with formal, specialized training in architectural, interior and/or environmental design.

Kitchens may be for cooking, eating, socializing, cleaning, producing or rushing. The design determines how effectively a kitchen meets its function and the needs of those using it. What about its appearance? Develop skill in creating an effective kitchen design.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student assessment will be based on:*	
• produce advanced level designed solutions for problems in one or more living environment themes: architectural design, environmental design, interior design	• resolution of a teacher- and/or student-specified advanced level Living Environment project brief. *Assessment Tool* *Project Assessment: Living Environment Studio 2 (DES3080–1)* *Standard* *Performance rating of 2 for each criteria*	50
• apply elements and principles of design; e.g., space, form and ergonomics within architectural, environmental, and/or interior design	• selection and effective use of elements and principles of design in project work. *Assessment Tool* *Authorized resources for explanation and examples of elements and principle of design* *Project Assessment: Living Environment Studio 2 (DES3080–1)* *Standard* *Performance rating of 2 for each criteria*	10

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MODULE DES3080: LIVING ENVIRONMENT STUDIO 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student assessment will be based on:*	
• make rational judgments with respect to aesthetic quality in architectural, environmental or interior design	• justification of judgements made during designing with respect to aesthetic quality of the designed solution, brought forth within the presentation/critique. *Assessment Tool* *Project Assessment: Living Environment Studio 2 (DES3080–1)* *Standard* *Performance rating of 2 for each criteria*	20
• select, organize and present design projects	• maintenance and presentation of a module-based design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and/or peers will be placed on the degree of resolution of the design brief, and the student's discourse regarding: – how human and environmental needs have been addressed through the designed solution – the judgements made during the designing process, – why these were made – the effect they had in shaping the final result. *Assessment Tool* *Presentations/Reports: Living Environment Studio (Advanced) (DESPRE–3-D)* *Standard* *Performance rating of 3 for each criteria*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE DES3080: LIVING ENVIRONMENT STUDIO 2 (continued)

Concept	Specific Learner Expectations	Notes
Skills Development	*The student should:* • describe how form and space are used in the context of architectural, environmental and interior design • research and compare the living and working spaces of two communities that differ in some way; e.g., climatically, socioeconomically, culturally • identify one example drawn from architectural, environmental or interior design (e.g., a frame construction house from Canada and a house from Japan) and compare them • describe the responsibility design has toward the human and natural environment.	Compare kitchen spaces of a "conventional" family with those of a physically challenged individual OR extended family versus nuclear family OR family home versus "mother-in-law suite" kitchens) OR industrial kitchen versus home kitchen OR fast food kitchen versus classic hotel or banquet kitchen.
Elements and Principles of Design	• identify the elements and principles of design used in the solution of each design problem and explain how their use has contributed to the aesthetics and function of the solution.	
Applied Problem Solving	• identify and resolve a design problem in the area(s) of architectural, environmental and/or interior design; e.g., a personal living space, a living space for an extreme environment, a commercial space, a park, a restaurant, a prefabricated living space with components that can be assembled on-location, a survival shelter • identify each problem, write a project brief and structure a plan for resolution • select and use appropriate tools and materials as outlined in the project brief • rationalize decisions made during designing and indicate how these decisions affected the aesthetic quality of the solution.	Design Problem: • design a kitchen for a physically challenged individually OR • design a kitchen for a "mother-in-law suite" OR • design a kitchen for a single parent family with limited resources OR • design a kitchen for a restaurant or food production plant.
Presentation, Design Journal and Portfolio	• see Specific Learner Expectations for 2-D Design Studio 1.	See notes from 2-D Design Studio and 3-D Design Studio modules.

MODULE ENT3010: MANAGING THE VENTURE

Level: Advanced

Theme: Making It Happen

Prerequisites: None

Module Description: Students develop management procedures for a venture.

Module Parameters: No specialized equipment or facilities.

Supporting Module: ENT2040 Implementing the Venture

The successful operator of a food business combines understanding of food with talents for planning, organizing and managing. Managing the Venture allows you to participate in the operation of an existing food business. Or, use it as an excellent way to develop management procedures for the business you are developing in "The Food Entrepreneur" module.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• describe management procedures necessary to implement the venture • manage the venture by performing the following functions: – making decisions – managing human resources – managing finances	• an **organizational chart** outlining the structure of one of the following: – his or her own venture. *Assessment Tool* *Framework for Assessing Organizational Chart, ENT3010–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	10
	• a **portfolio**. For each job title, describe a minimum of five of the following: – management functions – components of effective leadership – motivation – dispute resolution – team building. *Assessment Tool* *Framework for Assessing Organizational Chart, ENT3010–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	20

MODULE ENT3010: MANAGING THE VENTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• describe critical risks, and develop contingency procedures	• a **contingency plan**: Given three problem scenarios, the student will develop a contingency plan for each example: – drop-in demand for product – human resource complication – major delay in production – new competition in the market. *Assessment Tool* *Framework for Assessing Contingency Plans, ENT3010–2* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	45
• describe the monitoring procedure and revisions to the venture plan	• an **oral presentation** on the status of the venture addressing the following: – current position, highlighting the strengths, weaknesses and revisions necessary. *Assessment Tool* *Framework for Assessing Venture Progress, ENT3010–3* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	20
	• **reflection record** consisting of identification of personally significant knowledge, skills and attitudes within the context of management. *Assessment Tool* *Framework for Assessing a Reflection Record, ENT3010–4* *Standard* *A minimum of five of nine criteria must be completed with supportive evidence as outlined*	5
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE ENT3010: MANAGING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Making Decisions	*The student should:* • evaluate the objectives and goals of the venture plan • create an organizational structure to achieve the goals and objectives of the venture • create a plan of action to fulfill venture requirements in terms of: – capital – labour – marketing – production/service • appraise government regulations dealing with: – health (*Public Health Act*) – safety (*Occupational Health and Safety Act*) – compensation – terms and conditions of employment (Canada Labor Code, *Employment Standards Act*) • describe ethical and unethical business practices • create and maintain effective internal/external communication functions.	Examine these concepts in the context of an existing venture, school cafeteria or business developed in the "Food Entrepreneur" module. Government Regulations: • review the basic labour regulations from the point of view of both the employee and the employer • interpret the role of the various government agencies that are concerned with the worker's well-being: – Occupational Health and Safety – Workers' Compensation Board – Board of Public Health. WHMIS See: ATEC Occupational Standards.

MODULE ENT3010: MANAGING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Managing Human Resources	• describe the necessary components/strategies of: – recruitment – human resources development • explain the role of the Human Relations Department within business • explain characteristics for a supervisor role	Food Preparation: • practise management strategies for accomplishing tasks: – scheduling and planned work activities – job descriptions – "mise en place".
	• describe the components of recognition: – tangible – intangible	E.g., pay, days off, Certificate of Performance.
	• evaluate impact of working conditions on organizational culture • explain impact of morale on productivity • demonstrate dispute resolution strategies • demonstrate negotiating skills • propose a system to deal with tardiness and absenteeism • devise a plan to encourage: – team building – professionalism • complete a performance appraisal.	Organizational Culture: • examine and discuss issues and concerns facing today's food service industry: – public image – high staff turnover – sanitary and hygiene conditions.
Managing Finances	• describe source documents: – sales receipts – cash register records – cheque stubs • describe accounting functions: – cash flow – profit and loss – balance sheet	Purchasing: • compare the many specifications, standards, forms and packaging sizes that make up the necessary product knowledge affecting food purchase decisions.

MODULE ENT3010: MANAGING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Managing Finances (continued)	*The student should:* • perform banking functions: – identify banking institutions – properly complete various forms • create a sample payroll • explain the function of accounts receivable and accounts payable in relation to cash flow.	Cost Control: • examine the many costs involved in operating a food service establishment: – overhead costs, foods costs, etc. • outline the key strategies used by chefs and food service managers to control costs: – standardized recipes, portion control, menu planning, etc.
Monitoring	• identify factors in the venture plan that require monitoring: – cash flow – customer/client satisfaction – human resources effectiveness – supplies and inventory – other factors • create a timeline indicating when and how often each factor would be monitored • explain external factors that may affect the venture: – fluctuating economy – fads – seasonal variations • propose adjustments to remedy inconsistencies • identify strategies for changing a plan in progress • describe circumstances when it may be appropriate to downsize or terminate the venture • devise a plan addressing the requirements and responsibilities involved in downsizing or terminating a venture.	

LINKAGES – *Foods: Connections Across the Curriculum*

Across the Curriculum

Foods Modules	Junior High							Senior High											
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Nutrition																			
FOD1010: Food Basics			▤	▤							▤	▤	▤		■				
FOD2010: Food & Nutrition Basics			▤	■	■						■	■	■		■				
FOD2020: Nutrition & the Athlete			▤	■	■						■	■	■		▤	▤			
FOD2030: Food Decisions & Health			▤	■	■						■	■	■		▤	▤			
FOD3010: Food for the Life Cycle			▤	■	■						■	■	■		▤				
FOD3020: Nutrition & Digestion			▤	■	■						■	■	■		▤				
Theme: Preparation & Presentation																			
FOD1020: Baking Basics			▤	▤	▤						▤				▤				
FOD1030: Snacks & Appetizers			▤	▤	▤						▤				▤				
FOD2040: Cake & Pastry			▤	▤	▤						▤				▤				
FOD2050: Yeast Breads & Rolls			▤	▤	▤						▤				▤				
FOD2060: Milk Products & Eggs			▤	▤	▤						▤				▤				
FOD2070: Stocks, Soups & Sauces			▤	▤	▤						▤				▤				
FOD2080: Vegetables/Fruits/Grains			▤	▤	▤						▤				▤				
FOD2090: Creative Cold Foods			▤	▤	▤						▤				▤				
FOD2100: Basic Meat Cookery			▤	▤	▤						▤				▤				
FOD2110: Fish & Poultry			▤	▤	▤						▤				▤				
FOD3030: Creative Baking			▤	▤	▤						▤				▤				
FOD3040: Advanced Yeast Products			▤	▤	▤						▤				▤				
FOD3050: Advanced Soups & Sauces			▤	▤	▤						▤				▤				
FOD3060: Food Presentation			▤	▤	▤						▤				▤		▤		
FOD3070: Short Order Cooking			▤	▤	▤						▤				▤				
FOD3080: Advanced Meat Cookery			▤	▤	▤						▤				▤				
FOD3090: Basic Meat Cutting			▤	▤	▤						▤				▤				
Theme: Management																			
FOD1040: Meal Planning 1					▤										▤				
FOD1050: Fast & Convenience Foods					▤										▤				
FOD2120: Meal Planning 2		■			■										▤			■	
FOD2130: Vegetarian Cuisine		■			▤					▤					▤			■	
FOD2140: Rush Hour Cuisine															▤				
FOD2150: Food Safety & Sanitation				■							▤	■	▤		▤				
FOD2160: Food Venture			■	■						▤	▤				▤				
FOD3100: Entertaining with Food															▤				
FOD3110: Food Processing										▤	▤	▤	▤		▤				
FOD3120: Food Evolution/Innovation										▤	▤	▤	▤		▤				
FOD3130: The Food Entrepreneur			■	■						▤	▤				▤				
Theme: Social & Cultural																			
FOD1060: Canadian Heritage Foods		▤							▤	▤					▤			▤	▤
FOD2170: International Cuisine 1		▤							▤	▤					▤			▤	▤
FOD3140: International Cuisine 2		▤							▤	▤					▤			▤	▤

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations. ■

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes. ▤

LINKAGES – *Foods: Linkages With Other Programs*

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 1	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Health & Personal Life Skills 7,8 & 9																																					
Body Knowledge & Care	C						C																														
Maintenance of Body Systems	C						C																														
Nutrition	D						C																														
Personal Wellness: Diet	D						C																														
Physical Education								C																													
Environmental & Outdoor Education																																					
Nutrition	C						C		C																												
Probability & Preservation																																					
Food Preparation Techniques	C	C	C	C	C													C																			
Environmental Quality																																					
CALM																																					
Self Management							C		C																												
Well Being							C		C																												
Careers	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Social Studies 7																																					
Japan						C																															
Social Studies 8																																					
Canada						C																															
Brazil						C																															

LEGEND: D - Duplicates C - Compliments

LINKAGES – *Foods: Linkages With Other Programs* (*continued*)

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meatcutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Social Studies 9																																					
USA						C																															
Russia						C																															
Social Studies 10 & 13																																					
Regions of Canada						C																															
Social Studies 20, 23, 30, 33																																					
Cultural Diversity						C																	C														C
Food Production Distribution																																		C	C		
Global Issues																																					
Environmental Issues																																					
Alternative Food Sources																																					
Science 7,8 & 9																																					
Nutrients	C			C																																	
Scientific Investigative Skills					C																																
Laboratory Management	C	C	C	C	C	C																															
Heat/Temperature/Energy			C	C																																	
Physical/Chemical Changes	C			C	C																																
Science 14																																					
Household Science/Biology/Chemistry	C	C						C	C	C								C			C			C													
Science 10/20/30																																					
Problem Solving & Decision Making	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Initiating & Planning	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C

LEGEND: D - Duplicates C - Compliments

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LINKAGES – *Foods: Linkages With Other Programs* (continued)

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meatcutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Collecting & Recording	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Organizing & Communicating	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Analyzing	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Connecting, Synthesizing & Integrating	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Evaluating the Process/Outcomes	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Mathematics																																					
Number Systems & Operations	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Ratio & Proportion	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Measurement	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Data Management	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Algebra	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Problem Solving	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C

LEGEND: D - Duplicates C - Compliments

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LINKAGES – *Foods: Correlations With Practical Arts Courses*[†]*: Home Economics (Foods) 7, 8, 9*

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Foods I*																																					
- orientation to laboratory	X																																				
- kitchen safety	X	X	X	X	X																																
- utensils	X	X																																			
- appliances	X																																				
- recipes	X	X	X	X	X	X																															
- table setting	X					X																															
- Canada's Food Guide	X																																				
- food preparation principles and techniques	X	X	X	X	X	X																															
Simple Snacks & Meals																																					
- simple snacks and meals			X	X		X																															
- food preparation & techniques	X	X	X	X	X	X																															
Enjoying Foods with Others																																					
- reasons for eating				X																																	
- influences on food choices			X	X	X																																
- planning and preparing for social occasions			X																																		
Foods II*																																					
- kitchen orientation and safety	X	X																																			
- food choices			X	X																																	
- food preparation techniques an skills (building on level 1)	X	X	X	X	X	X																															
Canadian Heritage Cookery																																					
- Early Canadian lifestyles						X																															
- Canadian Heritage cookery						X																															
- food preparation						X																															
Fast Foods																																					
- convenience foods					X																																
- food labeling					X																																
- commercial fast food outlets					X																																

* Compulsory Modules

[†] September 1997: All practical arts courses replaced by Career and Technology Studies.

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Foods III*																																					
- introduction (review)	X																																				
- factors affecting food choices			X	X																																	
- food preparation	X	X	X	X	X	X																															
Making Meals																																					
- influencing factors			X	X																																	
- factors affecting food choices			X	X																																	
- food preparation	X	X	X	X	X	X																															
Making Meals																																					
- consumer skills			X	X	X																																
- meal patterns			X			X																															
Cultural Foods																																					
- influences on food choices				X		X																															
- preparation of cultural foods				X		X																															

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† September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Foods: Correlations With Practical Arts Courses*[†]*: Food Studies 10, 20, 30*

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
FOOD STUDIES 10																																					
Introduction to Food Studies																																					
factors affecting food choices and eating habits, nutrition	X						X	X	X									X						X	X					X					X		
safety and sanitation, equipment and procedures	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nature of Food - A (Fruits, Vegetables/Breads and Cereals)																																					
conservation of nutrients							X							X	X																						
chemical and physical properties, cookery principles		X								X	X			X																							
production and consumption patterns							X							X																							
significance of fruits, vegetables/breads and cereals											X			X					X																		
Nature of Food - B (Milk Products & Eggs)																																					
selection, storage, and cookery principles							X					X																									
conservation of nutrients												X																									
chemical and physical properties												X																									
milk products and eggs												X																									
Nature of Food - C (Meats & Alternatives)																																					
selection, storage, and cookery principles																X	X		X												X						
conservation of nutrients																X	X		X												X						
chemical and physical properties																X	X		X												X	X					
meat and alternatives																X	X		X												X						

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† September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAG – *Foods: Correlations With Practical Arts Courses*†*: Foo udies 10, 20, 30* (continued)

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Food Planning for Today's Lifestyles																																					
principles of food planning																		X		X		X								X						X	
food patterns for various lifestyles																		X	X	X				X													
management and decision making related to provision of food	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Food Planning: Special Situations																																					
health problems related to food intake							X		X															X	X												
application and modification of principles of food planning for special situations							X	X	X										X					X	X												
Food for Independent Living																																					
adaptations of principles of food planning for independent lifestyles									X									X	X					X													
resource and equipment management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FOOD STUDIES 20																																					
Food Needs and Patterns																																					
evaluation of individual food patterns					X		X	X	X									X	X					X	X												
assessment of current nutrition issues and trends and needs							X	X	X										X					X	X												
digestion, absorption and metabolism							X																		X												

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† September 1997: All practical arts courses replaced by Career and Technology Studies.

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	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Advanced Foods - A (Fruits, Vegetables, Breads & Cereals)																																					
advanced techniques in selection and preparation of these food groups											X			X	X												X										
developments in production and processing of these foods with emphasis on ecological and economic impact in Alberta																																		X	X		
food service careers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Advanced Foods - B (Milk, Milk Products & Eggs)																																					
advanced techniques in selection and preparation of these food groups												X	X															X		X							
developments in production and processing of these foods with emphasis on ecological and economic impact in Alberta																																		X	X		
food service careers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Food Handling and Processing																																					
government regulations relating to food handling and processing																					X											X		X	X		
food preservation																																		X			
marketing cycles of food																																		X			
Canadian Food Heritage																																					
influencing of beliefs, values and resources on food studies in Canada						X																															
ethnic and regional food patterns in Canada						X	X							X																							

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† September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Foods: Correlations With Practical Arts Courses*[†]*: Food Studies 10, 20, 30* (continued)

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meatcutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
International Foods																																					
symbolic meaning of food within given cultures																							X			X	X	X									X
relationship of food patterns to customs of a country																							X			X	X	X									X
techniques of preparation of ethnic foods																							X			X	X	X									X
FOOD STUDIES 30																																					
Individualizing Food Patterns																																					
nutrient needs through the life cycle																								X													
adaptation of diets to meet specific disease, mobility, or metabolic limitations																								X	X												
career opportunities available in the area of special diets																								X	X												
Advanced Preparation Techniques																																					
concepts and principles of advanced food preparation and presentation techniques																										X	X	X	X	X	X		X		X	X	X
quantity cookery																						X								X						X	
art of creative cookery																										X			X				X				
Inadequate Nutrition																																					
world food supply and consumption patterns																			X																X		
physical and psychological aspects of inadequate nutrition						X	X	X																X	X												
world food problems and potential solutions																			X																X		

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[†] September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Foods: Correlations With Practical Arts Courses*[†]*: Food Studies 10, 20, 30* *(continued)*

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Entertaining with Food																																					
food as a socializer																													X				X				
application of the principles of meal planning to hospitality and entertaining																													X				X				
etiquette and acceptable behavior in a variety of settings																																	X				
Carbohydrates/Fats and Oils																																					
forms, sources and uses of carbohydrates and fats															X									X	X					X							
nutritional requirements and implications of over-consumption																									X												
preparation of food products high in carbohydrates or fats																									X			X		X							
Kitchen Planning																																					
kitchen planning philosophies																																					
safe, efficient use of space and equipment																																					
resource conservation																																					
safety, maintenance and simple repairs																																					

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[†] September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Foods: Correlations With Practical Arts Courses*[†]*: Food Preparation 12, 22, 32*

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Food Preparation 12																																					
- Opportunities in Food Service Industry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- Utensils & Cooking Equipmen	X	X								X	X	X	X	X	X	X	X																				
- Tools & Process (serve)	X	X								X	X	X	X	X	X	X	X			X									X								
- Tools & Process (mix)	X	X								X	X	X	X	X	X	X	X			X																	
- Safety	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- Storage	X											X		X	X	X	X				X	X															
- Sanitation															X						X	X															
- Measuring & Planning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- Basic Nutrition & Menu Plann	X			X			X											X																			
- Practical Cooking	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Food Preparation 22A																																					
- Vegetable cookery														X					X																		
- Stocks													X															X									
- Soups													X															X									
- Sauces													X															X									
- Gravies													X															X									
- Meat																X																					
Food Preparation 22B																																					
- Cold Kitchen Productions															X							X															
- Salads														X	X																						
- Appetizers			X											X	X																						
- Desserts & Short Pastry		X								X																											
Food Preparation 22C*																																					
- Short Order Cookery																						X								X							
- Dairy Products												X																									
- Fats & Oils															X															X							
- Cereals/Breakfast Foods												X		X																X							
- Serving Food															X							X							X				X				

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† September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Foods: Correlations With Practical Arts Courses*[†]*: Food Preparation 12, 22, 32 (continued)*

	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Food Preparation 32A																																					
- Meat																															X						
- Fish																	X																				
- Poultry																	X																				
- Sauces/Soups													X															X									
- Behavior																																					
Food Preparation 32B																																					
- Baking ingredients		X								X	X															X	X										
- Cake Pastry Yeast Doughs										X	X															X	X										
- Decorating & Filling Doughs										X																X											
- Desserts																										X	X		X								
Food Preparation 32C																																					
- Managing the Kitchen																					X	X								X						X	
- Nutrition							X	X	X			X		X	X	X	X	X	X	X			X	X	X					X				X			X
- Purchase, Storage, Control							X					X									X	X												X			
- Planning Work Activity	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- Cost Control																						X														X	
- Serving Food												X		X	X				X	X	X	X														X	X
Preparation for Employment							X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Food Preparation 32D																																					

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TRANSITIONS: *Foods: Related Occupations*

Information for this chart was obtained from the National Occupational Classification (NOC) descriptions.

Educational Requirements:

D: High School Education
C: Apprenticeship
B: College or Vocational Education
A: University

Occupational Profile	NOC#	D	C	B	A
Applied Chemical Technologists and Technicians	2211			✓	
Baker	6252		✓		
Banqueting/Catering Supervisors	0631			✓	✓
Biological Technicians and Technologists	2221			✓	
Butchers and Meat Cutters, Retail and Wholesale	9462	✓			
Chef	6241		✓		
Cook	3133		✓		
Dietitians and Nutritionists	9463				✓
Fish Plant Worker	6453	✓			
Food and Beverage Servers	6641	✓			
Food Service Counter Attendants and Food Preparers	6241	✓			
Food Service Supervisors	6212	✓			
Grocery Clerks and Shelf Stockers	6622	✓			
Industrial Butchers and Meat Cutters, Poultry Preparers and Related workers	9462	✓			
Kitchen and Food Service Helpers	6642	✓			
Labourers in Fish Processing	9618	✓			
Labourers in Food, Beverage and Tobacco Processing	9617	✓			
Maitres d'hotel and Hosts/Hostesses	6451	✓			
Manufacturing Manager	0911			✓	
Process Control and Machine Operators, Food and Beverage Processing	9461	✓			
Purchasing Manager	0113				✓
Restaurant and Food Service Managers	0631			✓	
Retail and Wholesale Buyers	6233			✓	✓
Supervisors, Food, Beverage and Tobacco Processing	6212	✓			
Testers and Graders, Foods and Beverage Processing	9465	✓			

TRANSITIONS – *Foods: Summary of Post-secondary Programs*

	PUBLIC COLLEGES												PRIVATE COLLEGES						TECH. INST.		Banff	UNIVERSITIES				VOCATIONAL COLLEGES			
	Alberta College of Art & Design	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College	**APPRENTICESHIP TRADE**	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	**Banff Centre**	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Administration (including Hotel/Restaurant)			CD	CD			CD		CD										VC	CD	V	CB(3y) B(4y)	VCD M	C	CBM				
Dietary Technology/Dietetics								1t							2t				C	VD									
Food Science (degree program)			1t					1t	1t		2t			1t	2t	1t							BMP hD		1t				
Home Economics (including a degree program in Foods & Nutrition			1t					1t	1t		2t				V								BM						
Baker/Baking												3y							VC	C									
Cook/Cooking		C			C	C	CD					3y							VC D	D								C1t	C(14w)
Meat Cutting and Merchandising/Processing							CD			C									C	C									
Restaurant Service							V				CD									C(8w)									

CODES:	B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
	M	Master's Degree	V	Varies	m	months
	Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
	C	Certificate (1 year or less)	2t	Two-year transfer		

*Information taken from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

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CREDENTIALLING – *Credentialling Opportunities in Foods*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Food Sanitation and Hygiene	Alberta Health Environmental Health Services		Food Safety and Sanitation (FOD2150)		Alberta Health, Environmental Health Services 14th Floor, Jasper Avenue Bldg, Box 1360, 10025 Jasper Ave. Edmonton, AB T5J 2N3 Telephone: 403–427–2643 Fax: 403–422–9681
Tourism: ALBERTA BEST	Alberta Tourism Education Council	TOU	Quality Guest Service (TOU1030)	ALBERTA BEST Trainers	*See Tourism Studies*

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FOODS

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions
- Additional: A list of local, provincial and national sources of information available to teachers, including the community, government, industry, and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.

CTS is on the Internet.
Internet Address:
http://ednet.edc.gov.ab.ca

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
  - – basic learning resources
  - – support learning resources
  - – teaching resources
- Other Resources
- Additional Sources.
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ACC	Title	Author	1010	2010	3010
	Bibliographic Information				
	Annotation				

Distributor Code - see Distributor Directory

1 = Introductory
2 = Intermediate
3 = Advanced

Indicates module number

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB T5L 4X9
Telephone: 403–427–5775 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–9750
Internet: http://ednet.edc.gov.ab.ca/lrdc

Please check LRDC for availability of videos.

RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit, Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: 403–422–4872 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–0576
Internet: http://ednet.edc.gov.ab.ca

Note: Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403–427–5775 for assistance in purchasing computer software.

Trademark Notices: Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Visual Basic, Visual C++, Windows, Windows NT, Word, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for the use in the Foods curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
AH	*Canada's Food Guide to Healthy Eating: For People Four Years and Over*. Ottawa, ON: Health and Welfare Canada, 1992. A guide to help you make wise food choices. The components include a tear sheet of the *Food Guide*, a 12-page booklet that explains how to best use the *Food Guide* and a booklet providing information on using food labels to choose foods for healthy eating. *Using the Food Guide*. Available from your local Board of Health (See pages I.29–I.31). *Using Food Labels*. Available from your local Board of Health (See pages I.29–I.31).	all	all	all
LRDC	*DINE Healthy* (Windows Version and MacIntosh Version.) Amherst, NY: Dine Systems, Inc., 1994. Courseware Package. The *Dine-Healthy* program is a computerized dietary analysis and physical fitness scoring system based on the *National Academy of Sciences' Recommended Dietary Allowances (R.D.A.'s)* and *Canadian Recommended Nutrient Intake (R.N.I.)*. *DINE Healthy* teaches how to maximize health through nutrition and exercise. The curriculum guide is an excellent teacher resource which will aid in the presentation and instruction of nutrition as it relates to health by using the *DINE Healthy* program. A curriculum guide is available.		2010 2020 2030 2120	3010 3020
LRDC	*Discovering Food & Nutrition*. (5th edition.) Helen Kowtaluk. Glencoe/McGraw Hill, 1997. This is an excellent resource for introductory Foods. It includes nutrition and wellness, consumer skills, applied academic management and planning, conservation, cooperation, safety and food preparation techniques. The student text is a comprehensive, well illustrated resource which will appeal to junior high students. The student workbook directly relates to text material to reinforce concepts, stimulate thinking and provide hands-on application. The teacher resource binder provides a wealth of teaching ideas and includes excellent colour overheads.	1010 1020 1030 1040 1050		

Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*FoodFocus3*. (Windows Version 3.1.) Winnipeg, Manitoba: FoodFocus 3, 1995. Courseware Package. *FoodFocus 3* is a computerized (IBM) educational nutrition analysis program based on the Canadian Nutrient Values of foods. Students are able to select food items and then analyze in terms of their daily *Canadian Recommended Nutrient Intake*. The "ease of use" and friendly "pictographs" make this an excellent introductory program for nutritional analysis. A teacher's edition allows the teacher to add foods, update food data or customize nutrient and related health information.	all	all	all
LRDC	*Food for Life*. Myrtle Siebert and Evelyn Kerr. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. This text incorporates the new *Canada's Food Guide to Healthy Eating* providing up-to-date Canadian information. It provides essential nutrition information for young people assisting them to make food choices that promote a healthy lifestyle. *Food for Life* explores the food habits, customs and traditions of various cultures in our multicultural society. A teacher resource book offers strategies for the organization, implementation and evaluation of a successful program.	1010 1020 1030 1040 1050 1060	2010 2030 2060 2070 2080 2100 2110 2130 2170	3010 3020 3110 3120 3140
LRDC	*Food for Today*. (6th edition.) Helen Kowtaluk. Glencoe/McGraw-Hill, 1997. Text is appealing with detailed information on nutrition, food science, food technology, nutrition and wellness, sports nutrition, ethnic foods and cultural diversity along with an emphasis on practical food preparation skills. Includes healthy attitudes and trends in eating, recipes, chapter career profiles, earth watch, food/illness/science connections and the global food supply. Chapters contain a review of questions, hands-on activities, and opportunities to practise critical thinking and decision making/problem solving. Career Profile pages at the end of each chapter introduces the wide range of employment opportunities related to foods and nutrition. A teacher's wraparound edition is available. The teacher resources consists of 10 booklets and colour transparency package. Testmaker software is available in Macintosh and IBM versions.	1010 1020	2010 to 2080 2100 to 2150 2170	3010 3020 3030 3100 3110 3140
LRDC	*Professional Baking*. (2nd edition.) Wayne Gisslen and Mary Ellen Griffin. New York, NY: John Wiley & Sons, 1994. A 377 page text, with commercial sized recipes in US imperial and metric. Presentation includes technical specifics for understanding and performing, illustrations and photos (black & white), chapter terms to review and discussion questions. Format is clean, large print, easy to read, and well organized. An instructor's manual and study guide are available.		2040 2050 2060	3030 3040 3060 3100

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Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Professional Cooking.* (3rd edition.) Wayne Gisslen. New York, NY: John Wiley & Sons, 1995. This text has specific food study presenting theory, guidelines and general procedures, commercial sized recipes in US imperial and metric. Each chapter has terms to review, discussion questions and excellent black and white photographs of procedures and techniques. An instructor's manual and study guide are available.		2040 to 2110 2170	3030 to 3080 3140

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
ACC	*Career and Technology Studies: Key Concepts.* Edmonton, AB: ACCESS: The Education Station. Series of videos and utilization guides relevant to all CTS strands. Series consists of: *Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Professionalism; Project Planning; Responsibility* and *Technical Writing.*	all	all	all
LRDC	*Choose What You Chew.* University of Calgary/T.H.A. Media Distribution Ltd., 1992. This video is full of information on proper nutrition and better eating habits. A tool for making better dietary choices, it creates awareness through a wacky series of grocery store sequences, comparing health values of different types of foods. This video provides a realistic approach for incorporating better food choices into our daily diet, and offers strategies for turning these choices into steady practices. Taking a lighthearted look at eating habits, the video provides a simple and effective approach to a healthier, happier life.		2010 2030 2120	
LRDC	*Complete Pastrywork Techniques.* I. Nicolello. Hodder & Stoughton Educational, 1991. This is a comprehensive resource detailing the fascinating accounts of the development of some of the world's famous dishes. Instructions accompanying the recipes are clear and precise and colour photographs clearly display the "works of art".		2040 2050 2060	3030 3060 3100
NBS	*Cooking at the Acadamy Series.* National Book Services / International Video Network, 1995. Series of 15 videos: *Braising & Stewing; Candy & Chocolates; Cooking with Cheese; Cooking with Grains; Delicious Pies; Desserts; Easy to Make Souffles; Fancy Cookies; Frying; Grilling; Pasta; Poaching & Steaming; Sauteing; Soups; Stocks & Sauces.* This series of videos, previously shown on PBS, goes through demonstrations of how to make stocks, sauces, soups, pasta, desserts, etc. Each video covers a topic by having a chef from the academy prepare dishes. Hints are given to ensure the success of executing these classical cooking techniques in one's own kitchen.	1020 1040 1050	2040 2060 2070 2080 2100 2110 2120 2140 2160	3030 3050 3080 3100 3130

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Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Developing Food Products.* The Association for Science Education, 1994. This book helps students develop an understanding of key scientific concepts by reworking them into knowledge for practical action. The booklet helps in understanding the effects of food processing on the physical and nutritional properties of food by using tofu as the food product under study.		2130	3110 3120
DNC	*Eating Edge, The.* Mississauga ON: The Ontario Milk Marketing Board, 1992. This manual includes 34 pages of interesting challenges in identifying and analyzing food choices and nutritional adequacy. Includes critiques on advertising, body image and eating disorders and scenarios for problem solving.	1010 to 1060	2010 2020 2030 2120 2130	3010
BIC	*Eating for Performance. (Sports Nutrition for the Athletes of Canada.)* Gloucester, ON: Sport Medicine and Science Council of Canada/Beef Information Centre, 1991. Video. See Teaching Resources for annotation and module correlation.			
LRDC	*Food Preservation: The Principles of Food Preservation.* Classroom Video, 1995. Video includes Teacher's Notes. This video looks at the reasons why food spoils and the techniques that are used to process and preserve food. The video takes the students to cheese factories and food laboratories where freezing and canning processes are used.		2060	3110
CLV	*Inside a Meat Processing Plant.* Burnaby, BC: Classroom Video, 1994. This 20 minute video shows how a Canadian meat processing plant operates. Topics include: prevention of bacteria in handling meat; the use of additives and preservatives; the role of nitrites in the curing process; the composition of sausages; the value of smokehouse treatment; fat level in ham; vacuum packaging; and proper storage of packaged meat products at home.			3110

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Julia Child: Home Cooking with Master Chefs.* (Windows Version.) Microsoft Corporation, 1995. CD-ROM. Julia Child introduces 16 influential chefs and takes the aspiring gourmet into a "virtual apprenticeship" in the art of cooking. The program provides 25 video lessons, over 100 recipes to try and more than 250 time saving and creative hints that would help the novice or experienced cook. Photographic references provide useful information on ingredients, cookware and utensils.		2040 2060 2070 2080	3030 3050 3060 3100
LRDC	*Kitchen Safety Series.* Cambridge Educational, 1995. Series of three videos: *Food Borne Illnesses and Their Prevention; Food Safety;* and *Kitchen Safety Essentials.* Whether one is working in a commercial kitchen or preparing meals at home, following safety and safe food practices ensures that meals are prepared to avoid contamination and food borne illnesses.		2100 2150	
CRF	*National Sanitation Training Program: HACCP (Hazard Analysis Critical Control Point): Safe Food Handling Techniques.* Toronto, ON: Canadian Restaurant and Foodservices Association, 1990. Video. Instruction package (instructor's manual, leader's guide, 15-minute video and the Sanitation Code) provides training for safe food handling in Canada's foodservice industry. There are nine lesson plans, 46 sheets for overheads and a quiz and answer key.		2150	
LRDC	*Nutrient Value of Some Common Foods.* Minister of Supply and Services Canada, 1988. This book provides information on the nutrient value of 700 commonly used foods. This book provides the necessary information for making informed choices about the foods we eat. The nutrient contribution and the energy value of foods are provided to help consumers make a health related decision, to change one's lifestyle, to determine one's daily intake of nutrition.	1040 1050	2010 2020 2030 2040	3010 3020 3070

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
AHMA	*Art and Science of Culinary Preparation, The: A Culinarian's Manual.* Jerald W. Chesser. St. Augustine, FL: The Education Institute of the American Culinary Federation, Inc., 1992. Text. The text is organized into five sections: general information; essential knowledge for understanding culinary preparation; hot food preparation; garde-manger; and baking. Commercial-sized recipes are provided with imperial weights and measures. A metric conversion chart and description are included. An instructor's guide, *Food Production Principles,* is available.		2040 to 2110	3030 to 3090 3120 3140
RED	*Best You Can Be (7–9), The.* Debra Buffum and Jackie Carey. Red Deer, AB: Red Deer Regional Health Unit, 1992. This binder is an excellent resource to assist the teacher in addressing the issues of body image, healthy eating and healthy weight at the junior high level. The background information for teachers is complete and concise. The student activities are designed to help students accept what they cannot change while promoting good health through healthy lifestyles.	1010 1030 1040 1050 1060		
RED	*Best You Can Be (10–12), The.* Debra Buffum and Jackie Carey. Red Deer, AB: Red Deer Regional Health Unit, 1992. This resource in binder format is an excellent resource for curriculum in the Foods area. It approaches the subject of body image through promotion of good health and healthy lifestyles. The teachers' section and the student information articles and suggested activities all focus on promoting self-esteem. Thought-provoking questions, scenarios and activities are all geared to the senior high school student.		2010 2030 2060 2080 2100 2120 2140	3010 3020
AH	*Canada's Food Guide to Healthy Eating: For People Four Years and Over.* Food Guide Facts. Ottawa, ON: Health and Welfare Canada, 1992. Available from your local Board of Health (see pages I.29–I.31). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Dine Healthy.* Amherst, NY.: Dine Systems, Inc., 1994. Curriculum Guide. See Basic Learning Resources for annotation and module correlation.			

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Discovering Food And Nutrition.* (5th edition.) Helen Kowtaluk. Glencoe/McGraw Hill, 1997. Teacher's Resource Binder. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Food for Life.* P. Thompson. Toronto, ON: McGraw-Hill Ryerson Ltd., 1995. Teacher's Resource. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Food for Today.* (6th edition.) Helen Kowtaluk. Glencoe/McGraw-Hill, 1997. Teacher's Wraparound Edition; Teacher's Resource Booklets and Colour Transparency Package. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Food for Today* (6th edition.). Grady Kimbrell. Glencoe/McGraw-Hill, 1997 Testmaker (IBM Version and Macintosh Version). See Basic Learning Resources for annotation and module correlation.			
AH	*Food Guide Facts: Background for Educators and Communicators.* Ottawa, ON.: Health and Welfare Canada, 1992. Available from your local Board of Health (see pages I.29–I.31). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Food Production Principles.* Jim Purves. Educational Institute of American Hotel & Motel Association, 1993. Instructor's Guide. This guide may be used alone or in conjunction with the same student manual (duplicates the guide) and the text *The Art and Science of Culinary Preparation: A Culinarian's Manual.* It is a flexible, easy-to-use resource, with 38 chapters covering most CTS modules. It has sample lesson plans with learning objectives, key concepts, review quizzes and keys, step-by-step review session outline and chapter transparency masters. USDA, US quality grades, and degrees Fahrenheit are at minimal use. A great assist for teachers in many disciplines with low prep-time for lessons. It is specific for teacher use, tight, factual, fast-paced, with no visual.		2040 to 2110	3030 to 3090 3120 3140
DNC	*FoodTrack Nutrition System.* Vancouver, BC: British Columbia Dairy Foundation, 1988. An interactive nutrition teaching system based on current nutrition recommendations. It is intended for older adolescents and adults.		2010 2030 2120 2130	3010

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Manual of Retail Meat Cutting.* Pacific Vocational Institute/B.C. Institute of Technology, 1985. This 220 page manual has been compiled and produced by the *British Columbia Institute of Technology* and its professional staff in the interests of enhancing knowledge and application in retail meat cutting. It provides information on safety and sanitation; anatomy of meat – beef, pork, variety meats, poultry and seafood; freezer orders; business tips; and a glossary of terms. The grading information is out of date, so one would have to supplement with current grading classifications.			3090
LRDC	*Matter of Fat, A: The Case of the Hidden Fat.* Beef Information Centre. Alberta Cattle Commission, 1991. This activity-based educational kit is designed to help individuals identify the sources of fat and oils in the diet and to provide suggestions for reducing and balancing total fat intake. The kit is organized to correspond with the food groups of Canada's *Food Guide to Healthy Eating*. Therefore, the kit could be used to introduce the food groups or would flow well from a previous introduction to the food guide.	1010 1040 1050	2010 2030	
CRF	*National Sanitation Training Program.* Toronto, ON: Canadian Restaurant and Foodservices Association, 1990/92. Instructor's Manual – Canada's Foodservice Industry; Leader's Guide – Safe Food Handling Techniques, Sanitation Code for Canada's Food Service Industry, The. See Support Learning Resources for annotation and module correlation.			
LRDC	*Professional Baking.* (2nd edition.) Wayne Glessen and Mary Ellen Griffin. New York, NY: John Wiley & Sons, 1994. Instructor's Manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Professional Cooking.* (3rd Edition.) Wayne Gisslen. New York, NY: John Wiley & Sons, 1995. Instructor's Manual. See Basic Learning Resources for annotation and module correlation.			

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
BIC	*Sports Nutrition for the Athletes of Canada*. Gloucester, ON: Sport Medicine and Science Council of Canada, 1991. Workbook for Athletes, Information for Coaches and the *Eating for Performance* Video. The workbook provides basic information on the components of food that have the most relationship to athletic performance and explains how to use this information in making wise food choices. It includes a copy of *Food Track* to help athletes plan their food intake. The 24-minute videotape *Eating for Performance* is a motivational four-part video to help athletes make wise food choices at home and on the road. It is based on the above workbook.		2010 2020 2030 2130 2170	3010
SMC	*Sports Nutrition Resource Manual.* Barb Marriage and Heather Schnurr. Gloucester, ON: Alberta Sport Medicine Council, 1992. A detailed compilation of nutrition and nutrient sources and functions; digestion, nutritional needs of athletes with specialized concerns. Some worksheet exercises within, permission to copy. Appendix I & III – update.		2010 2020 2030 2130	3010

FOODS RESOURCES

THEME CODE:
A. Nutrition
B. Preparation & Presentation
C. Management
D. Social & Cultural

FORMAT CODE:
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

LEVEL				1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
THEME				A	B	B	C	C	D	A	A	A	B	B	B	B	B	B	B	B	C	C	C	C	C	D	A	A	B	B	B	B	B	B	B	C	C	C	C	D
Title of Resource	Format	Status	Junior/Senior High	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
Module Number				1010	1020	1030	1040	1050	1060	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	2140	2150	2160	2170	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140
Art & Science of Culinary Preparation, The: A Culinarian's Manual													X	X	X	X	X	X	X	X									X	X	X	X	X	X	X			X		X
Text	*p*	T	S																																					
Instructor's Guide: Food Production Principles	*p*	T	S																																					
Best You Can Be, The (7-9)	*p*	T	J	X		X	X	X	X																															
Best You Can Be, The (10-12)	*p*	T	S							X		X			X		X		X		X		X				X	X												
Canada's Food Guide to Healthy Eating: For People Four Years and Over				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tear Sheet	*p*	B	J/S																																					
Using the Food Guide	*p*	B	J/S																																					
Using Food Labels	*p*	B	J/S																																					
Food Guide Facts	*p*	T	J/S																																					
Choose What You Chew	*v*	S	S							X		X									X																			
Complete Pastrywork Techniques	*p*	S	S										X	X	X														X			X				X				
Cooking at the Acadamy Series (15 videos)	*v*	S	J/S		X		X	X					X		X	X	X		X	X	X		X		X				X		X			X		X			X	
Developing Food Products	*p*	S	S																			X															X	X		
DINE Healthy (Windows/Macintosh Version 5)	*s*	B	S							X	X	X									X						X	X												
Curriculum Guide	*p*	T	S																																					
Discovering Food And Nutrition (5th Ed.)				X	X	X	X	X																																
Text	*p*	B	J																																					
Teacher's Resource Binder	*p*	T	J																																					
Student Workbook	*p*	O	J																																					
Eating Edge, The	*p*	S	J/S	X	X	X	X	X	X	X	X	X									X	X					X													

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FOODS RESOURCES

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JR/SR HIGH CODE:
J - Junior High
S - Senior High

Title of Resource	*Format*	*Status*	*Junior/Senior High*	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
LEVEL				1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
THEME				A	B	B	C	C	D	A	A	A	B	B	B	B	B	B	B	B	C	C	C	C	C	D	A	A	B	B	B	B	B	B	B	C	C	C	C	D
Module Number				1010	1020	1030	1040	1050	1060	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	2140	2150	2160	2170	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140
FoodFocus3 (Windows Version 3.1)	s	B	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Food for Life				X	X	X	X	X	X	X		X			X	X	X		X	X		X				X	X	X									X	X		X
Text	p	B	J/S																																					
Teacher's Resource	p	T	J/S																																					
Food for Today (6th Ed.)				X	X					X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X							X	X			X
Text	p	B	J/S																																					
Teacher's Wraparound Ed.	p	T	J/S																																					
10 Teacher Resource Booklets	p	T	J/S																																					
Colour Transparency Package	p	T	J/S																																					
Testmaker (IBM/MacIntosh Version 4.0)	s	T	J/S																																					
Student Workbook	p	O	J/S																																					
Food Preservation: The Principles of Food Preservation (with teacher's notes)	v	S	S												X																						X			
FoodTrack Nutrition System	p	T	S							X		X									X	X					X													
Inside a Meat Processing Plant	v	S	S																																		X			
Julia Child: Home Cooking with Master Chefs (Windows Version)	s	S	S										X		X	X	X												X		X	X				X				
Kitchen Safety Series																			X					X																
Food Bourne Illnesses and Their Prevention	v	S	S																																					
Food Safety	v	S	S																																					
Kitchen Safety Essentials	v	S	S																																					

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FOODS RESOURCES

THEME CODE:
A. Nutrition
B. Preparation & Presentation
C. Management
D. Social & Cultural

FORMAT CODE:
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

Title of Resource / **Module Number**	*Format*	*Status*	*Junior/Senior High*	Food Basics 1010	Baking Basics 1020	Snacks & Appetizers 1030	Meal Planning 1 1040	Fast & Convenience Foods 1050	Canadian Heritage Foods 1060	Food & Nutrition Basics 2010	Nutrition & the Athlete 2020	Food Decisions & Health 2030	Cake & Pastry 2040	Yeast Breads & Rolls 2050	Milk Products & Eggs 2060	Stocks, Soups & Sauces 2070	Vegetables/Fruits/Grains 2080	Creative Cold Foods 2090	Basic Meat Cookery 2100	Fish & Poultry 2110	Meal Planning 2 2120	Vegetarian Cuisine 2130	Rush Hour Cuisine 2140	Food Safety & Sanitation 2150	Food Venture 2160	International Cuisine 1 2170	Food for the Life Cycle 3010	Nutrition & Digestion 3020	Creative Baking 3030	Advanced Yeast Products 3040	Advanced Soups & Sauces 3050	Food Presentation 3060	Short Order Cooking 3070	Advanced Meat Cookery 3080	Basic Meat Cutting 3090	Entertaining with Food 3100	Food Processing 3110	Food Evolution/Innovation 3120	The Food Entrepreneur 3130	International Cuisine 2 3140
LEVEL				1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
THEME				A	B	B	C	C	D	A	A	A	B	B	B	B	B	B	B	B	C	C	C	C	C	D	A	A	B	B	B	B	B	B	B	C	C	C	C	D
Light Gourmet, The										X	X	X			X		X	X	X	X	X	X	X																	
7 Videos (15 programs)	v	O	S																																					
Recipe Book	p	O	S																																					
Workbook	p	O	S																																					
Manual of Retail Meat Cutting	p	T	S																																X					
Matter of Fat, A: The Case of the Hidden Fat	p	S	J/S	X			X	X		X		X																												
National Sanitation Training Program: HACCP: Safe Food Handling Techniques																								X																
Video	v	S	S																																					
Instructor's Manual	p	T	S																																					
Leader's Guide	p	T	S																																					
Sanitation Code for Canada's Foodservice Industry, The	p	T	S																																					
Nutrient Value of Some Common Foods	p	S	J/S				X	X		X	X	X	X														X	X					X							
Professional Baking (2nd Ed.)													X	X	X														X	X		X				X				
Text	p	B	S																																					
Instructor's Manual	p	T	S																																					
Study Guide	p	O	S																																					
Professional Cooking (3rd Ed.)													X	X	X	X	X	X	X	X						X			X	X	X	X	X	X						X
Text	p	B	S																																					
Instructor's Manual	p	T	S																																					
Study Guide	p	O	S																																					

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FOODS RESOURCES

THEME CODE:
A. Nutrition
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FORMAT CODE:
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STATUS CODE:
B - Basic
S - Support
T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

Title of Resource	*Format*	*Status*	*Junior/Senior High*	Food Basics	Baking Basics	Snacks & Appetizers	Meal Planning 1	Fast & Convenience Foods	Canadian Heritage Foods
LEVEL				1	1	1	1	1	1
THEME				A	B	B	C	C	D
Module Number				1010	1020	1030	1040	1050	1060
Sports Nutrition for the Athletes of Canada:									
Eating for Performance	*v*	S	S						
Information for Coaches	*p*	T	S						
Workbook for Athletes	*p*	T	S						
Sports Nutrition Resource Manual	*p*	T	S						

Title of Resource	*Format*	*Status*	*Junior/Senior High*	Food & Nutrition Basics	Nutrition & the Athlete	Food Decisions & Health	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Stocks, Soups & Sauces	Vegetables/Fruits/Grains	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Meal Planning 2	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine 1
LEVEL				2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
THEME				A	A	A	B	B	B	B	B	B	B	B	C	C	C	C	C	D
Module Number				2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	2140	2150	2160	2170
Sports Nutrition for the Athletes of Canada:				X	X	X										X				X
Eating for Performance	*v*	S	S																	
Information for Coaches	*p*	T	S																	
Workbook for Athletes	*p*	T	S																	
Sports Nutrition Resource Manual	*p*	T	S	X	X	X										X				

Title of Resource	*Format*	*Status*	*Junior/Senior High*	Food for the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Advanced Soups & Sauces	Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution/Innovation	The Food Entrepreneur	International Cuisine 2
LEVEL				3	3	3	3	3	3	3	3	3	3	3	3	3	3
THEME				A	A	B	B	B	B	B	B	B	C	C	C	C	D
Module Number				3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140
Sports Nutrition for the Athletes of Canada:				X													
Eating for Performance	*v*	S	S														
Information for Coaches	*p*	T	S														
Workbook for Athletes	*p*	T	S														
Sports Nutrition Resource Manual	*p*	T	S	X													

OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
MHR	*Discovering Food and Nutrition.* (5th edition.) Helen Kowtaluk. McGraw-Hill Ryerson Ltd., 1997. Student Workbook. See Basic Learning Resources for annotation and module correlation.			
MHR	*Food for Today.* (6th edition.) Helen Kowtaluk. McGraw-Hill Ryerson Ltd., 1997. Student Workbook. See Basic Learning Resources for annotation and module correlation.			
MLC	*Light Gourmet, The.* Erica Di Ruggiero. Toronto, ON: Paula Salvador with TVOntario, Heart and Stroke Foundation and the Canadian Cancer Society, 1992. Series of 7 videos (15 programs); Recipe book; Workbook. Choosing healthy satisfying foods for healthy eating is the focus of this series. The workbook is designed to accompany and complement *The Light Gourmet*, an entertaining 13-part television series about healthy shopping, cooking and eating. The series is endorsed by the *Heart and Stroke Foundation of Canada* and the *Canadian Cancer Institute*.		2010 2020 2030 2060 2080 2090 to 2140	
JWS	*Professional Baking.* (2nd edition.) Wayne Gisslen. New York, NY: John Wiley & Sons Canada Ltd., 1994. Study Guide. See Basic Learning Resources for annotation and module correlation.			
JWS	*Professional Cooking.* (3rd edition.) Wayne Gisslen. New York, NY: John Wiley & Sons Canada Ltd., 1995. Study Guide. See Basic Learning Resources for annotation and module correlation.			

ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and nonprint resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310–0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991 (Stock No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988 (Stock No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988 (Stock No. 161414)

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

Other

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990 (Stock No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990 (Stock No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS: The Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

GOVERNMENT SOURCES

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1-800-267-7710 (toll free) or Internet address: http://www.nfb.ca

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library
Telephone: 403–496–7000

Calgary Public Library
Telephone: 403–260–2650

For further information contact:

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB T5J 3B6
Telephone: 403–495–3027
Fax: 403–495–5318
Internet address: http://www.statcan.ca

Statistics Canada produces periodicals, reports, and an annual year book.

Resource Centres

Urban Resource Centres

Instructional Services
Elk Island Public Schools
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 403–464–8235
Fax: 403–464–8033
Internet Address: http://ei.educ.ab.ca

Learning Resources Centre
Red Deer Public School Board
4747 – 53 Street
Red Deer, AB T4N 2E6
Telephone: 403–343–8896
Fax: 403–347–8190

Instructional Materials Centre
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, AB T3E 5T1
Telephone: 403–298–1679
Fax: 403–249–3054

School, Student, Parent Services Unit
Program and Professional Support Services
Sub Unit
Calgary Board of Education
3610 – 9 Street SE
Calgary, AB T2G 3C5
Telephone: 403–294–8542
Fax: 403–287–9739

After July 1, 1997, please contact the School, Student, Parent Services Unit regarding the relocation of the Loan Pool Resource Unit.

Learning Resources
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: 403–429–8387
Fax: 403–429–0625

Instructional Materials Centre
Medicine Hat School District No. 76
601 – 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 403–528–6719
Fax: 403–529–5339

Resource Centre
Edmonton Catholic Schools
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, AB T6E 2H3
Telephone: 403–439–7356
Fax: 403–433–0181

Instructional Media Centre
Northern Lights School Division No. 69
Bonnyville Centralized High School
4908 – 49 Avenue
Bonnyville, AB T9N 2J7
Telephone: 403–826–3366
Fax: 403–826–2959

Regional Resource Centres

Zone 1

Zone One Regional Resource Centre
P.O. Box 6536
10020 – 101 Street
Peace River, AB T8S 1S3
Telephone: 403–624–3187
Fax: 403–624–5941

Zone 2/3

Central Alberta Media Services (CAMS)
182 Sioux Road
Sherwood Park, AB T8A 3X5
Telephone: 403–464–5540
Fax: 403–449–5326

Zone 4

Information and Development Services
Parkland Regional Library
5404 – 56 Avenue
Lacombe, AB T4L 1G1
Telephone: 403–782–3850
Fax: 403–782–4650
Internet Address: http://rtt.ab.ca.rtt/prl/prl.htm

Zone 5

South Central Alberta Resource Centre (SCARC)
Golden Hills Regional Division
435A Hwy 1
Westmount School
Strathmore, AB T0J 3H0
Telephone: 403–934–5028
Fax: 403–934–5125

Zone 6

Southern Alberta Learning Resource Centre (SALRC)
Provincial Government Administration Building
909 Third Avenue North, Room No. 120
Box 845
Lethbridge, AB T1J 3Z8
Telephone: 403–320–7807
Fax: 403–320–7817

OTHER GOVERNMENT SOURCES

Alberta Agriculture, Food and Rural Development
Print Media Branch
7000 – 113 Street
Edmonton, AB
T6H 5T6
Telephone: 403–427–2121
Fax: 403–427–2861

- *Science & Technology Milestones in Food Production Chart*

Food Quality Branch
Dairy Processing Section
Provincial Building
Wetaskiwin, AB
T9A 0S7
Telephone: 352–1220
Fax: 352–1236

Agriculture and Agri-Food Canada
Food Production and Inspection Branch
11713 – 82 Street
Edmonton, AB
T5B 2V9
Telephone: 495–5577
Fax: 495–3359

474, 220 – 4 Avenue SE
Calgary, AB
T2G 4X3
Telephone: 292–4327
Fax: 292–6132

102, 3650 – 36 Street NW
Calgary, AB
T2L 2L1
Telephone: 289–7736
Fax: 221–3296

Alberta Health
Environmental Health Services, Area Services Division
14th floor, Jasper Avenue Building
Box 1360, 10025 Jasper Avenue
Edmonton, AB T5J 2N3
Telephone: 427–2643
Fax: 422–9681

Alberta Labour
9940 – 106 Street
Edmonton, AB
T5K 2N2
Telephone: 427–8848
Fax: 427–0999

Offices are also in Calgary, Camrose, Edson, Fort McMurray, Grande Prairie, Lethbridge, Medicine Hat, Red Deer and Vermilion.

Canada Communication Group Publishing
Government of Canada
45 Sacre-Coeur Bldv.
Room D2200
Hull, QC
K1A 0S9
Telephone: (819) 956–4800
Fax: (819) 994–1498

- *Canada's Food Guide to Healthy Eating Poster, Health Canada, Catalogue No. H39-297-1994 (92 cm x 59 cm, available in French & English)*

Community Health & Nutrition
Family Health Services
5th Floor, Seventh Street Plaza
10030 – 107 Street
Edmonton, AB
T5J 3E4

Energy Conservation and Renewable Energy
Western Regional Office
200 – Grandin Park Plaza
22 Winston Churchill Avenue
St. Albert, AB T8N 1B4

Regional Communications
355, 200 – 4 Avenue SE
Calgary, AB
T2G 4X3

Fisheries and Oceans Canada
9021 – 46 Street
Edmonton, AB
T6B 3B2
Telephone: 495–7023
Fax: 495–7022

102, 2938 – 11 Street NE
Calgary, AB
T2E 7L7
Telephone: 292–5858
Fax: 292–6088

Health Canada
Publications
Public Affairs, Head Office
Brooke Claxton Building
de la Colombine
Tunney's Pasture
Ottawa, ON
K1A 0K9

Health Protection Branch
840, 9700 Jasper Avenue
Edmonton, AB
T5J 4C3
Telephone: 495–2626
Fax: 495–2624

282, 220 – 4 Avenue SE
Calgary, AB
T2G 4X3
Telephone: 292–4650
Fax: 292–4644

Industry and Science Canada
Consumer Affairs
10225 – 100 Avenue
Edmonton, AB
T5J 0A1
Telephone: 495–2485
Fax: 495–6451

301, 510 – 12 Avenue SW
Calgary, AB
T2R 0H3
Telephone: 292–5604
Fax: 292–6175

Oxfam Canada
294 Albert St., Suite 300
Ottawa, ON
K1A 0S9
Telephone: (613) 237–5236
Fax: (613) 237–0524
Email: oxfam@web.apc.org

- *World Food Day Resource Kit (available in French and English)*

PROFESSIONAL/INDUSTRY ASSOCIATIONS

ATEC
12th Floor, Sterling Place
9940 – 106 Street
Edmonton, AB
T5K 2N2
Telephone: 422–0781
Fax: 422–3430
Internet: http://www.ATEC.ca

- Resources previously available through ATEC may now be available from Training Resource Centre, Grant MacEwan Community College.

Alberta Home Economics Association
Box 4688
Edmonton, AB
T6E 5G5
Telephone: 489–1666

Alberta Hotel Association
401, Centre 104
5241 Calgary Trail South
Edmonton, AB
T6H 5G8

Alberta Registered Dietitians
18104 – 102 Avenue
Edmonton, AB
T5S 1S7

Alberta Teachers' Association
Career and Technology Studies Council
Barnett House
11010 – 142 Street
Edmonton, AB
T5N 2R1
Telephone: 403–447–9400
Fax: 403–455–6481

Canadian Home Economics Association
901, 151 Slater Street
Ottawa, ON
K1P 5H3

The Canadian Federation of Chefs de Cuisine
#202 -738A Bank Street
Ottawa, Ontario
K1S 3V4
Telephone: (613) 563–CHEF
Fax: (613) 563–2317
Toll Free: 1–800–267–2710

Canadian Federation of Chefs de Cuisine, Edmonton Branch
P.O. Box 1447
Main Post Office
Edmonton, Alberta
T5J 2N5
Telephone: 475-2433

Canadian Restaurant & Food Services Association
316 Bloor Street W
Toronto, Ontario
M5S 1W5
Telephone: (416) 923-8416
Fax: (416) 923-1450
Toll Free: 1-800-387-5649

- Brochures
- Directory of Foodservice courses in Canada
- Career Cafe Video
- Career Ladder
- Foodservice Career facts Booklet
- Scholarships
- Code of Practice on part-time work by high school students

TV Ontario
P.O. Box 200, Station Q
2180 Yonge Street
Toronto, Ontario
M4T 2T1
Telephone: (416) 484–2885
Fax: (416) 484–2896
Internet: http://www.tvo.org

INDUSTRY ORGANIZATIONS

Dairy

Alberta Dairy Association
Box 3452
Leduc, AB
T9E 6M2
Telephone: 387–3559
Fax: 387–5398

Alberta Goat Breeders Association
RR#4
Calmar, AB
T0C 0V0
Telephone: 985–3863

Alberta Milk Producers Society
14904 – 121A Avenue
Edmonton, AB
T5V 1A3
Telephone: 453–5942
Fax: 455–2196

Dairy Nutrition Council of Alberta
14904 – 121A Avenue
Edmonton, AB
T5V 1A3
Telephone: 453–5942
Fax: 455–2196
Toll-free: 1–800–252–7530

Fruits and Vegetables

Alberta Fresh Vegetable Marketing Board
220E – 12 Street A North
Lethbridge, AB
T1H 2J1
Telephone: 327–0447
Fax: 327–0766

Alberta Greenhouse Growers Association
RR#1
Red Deer, AB
T4N 5E1
Telephone: 347–4714
Fax: 346-6979

Alberta Market Gardeners' Association
c/o ASCHRC, SS#4
Brooks, AB
T1R 1E6
Telephone: 921–2272
Fax: 921–2398

Alberta Vegetable Growers Marketing Board
Box 2273
Taber, AB
T0K 2G0
Telephone: 223–4242
Fax: 223–3130

Fruit Growers Society of Alberta
Box 668
Calmar, AB
T0C 0V0
Telephone: 224–3011
Fax: 224–2096

Potato Growers of Alberta
240, 2116 – 27 Avenue NE
Calgary, AB
T2E 7A6
Telephone: 291–2430
Fax: 291–2641

Grains

Alberta Barley Commission
321, 2116 – 27 Avenue NE
Calgary, AB
T2E 7A6
Telephone: 291–9111
Fax: 291–0190

Alberta Corn Committee
Box 822
Lethbridge, AB
T1J 3Z8
Telephone: 327–4561
Fax: 328–3156

Alberta Soft Wheat Producers Commission
Box 875, 1014 – 3 Avenue N
Lethbridge, AB
T1J 3Z8
Telephone: 380–4189
Fax: 328–6880

Alberta Winter Wheat Producers Commission
1205 Michigan Place S
Lethbridge, AB
T1K 3P4
Telephone: 328–0059
Fax: 328–0969

Oat Producers Association of Alberta
PO Box 1595
Edmonton, AB
T5J 2N9
Telephone: 444–0066

Western Barley Growers Association
232, 2116 – 27 Avenue NE
Calgary, AB
T2E 7A6
Telephone: 291–3630
Fax: 291–9841

Honey

South Peace Honey Ltd.
Box 574
Falher, AB
T0H 1M0
Telephone: 925–2396

Tegert Comb Foundation
Box 904
Fairview, AB
T0H 1L0
Telephone: 835–2115
Fax: 835–2873

Williams Bee Ranch
Box 264
Stavely, AB
T0L 1Z0
Telephone: 549–3999

Willms Honey Producers Ltd.
Box 8
Scandia, AB
T0J 2Z0
Telephone: 362–3951
Fax: 362–8990

Wolfe Honey Co.
Box 92
Falher, AB
T0H 1M0
Telephone: 925–2463

The Alberta Beekeepers Association
16715 – 113 Avenue
Edmonton, AB
T5M 2X2
Telephone: 489–6949
Fax: 489–3041

Meat

Alberta Cattle Commission
216, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 286–7143
Fax: 274–0007

"*A Matter of Fat*" is an activity-based educational kit identifying the sources of fat and oils in the diet is available.

Alberta Meat Processors Association
13 – 21215 Wye Road
Sherwood Park, AB
T8G 1C8
Telephone: 922–2170
Fax: 922–2219

Alberta Pork Producers Development Corp.
10319 Princess Elizabeth Avenue
Edmonton, AB
T5G 0Y5
Telephone: 474–8288
Fax: 471–8065

Alberta Sheep and Wool Commission
212, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 295–1988
Fax: 275–8009

Beef Information Centre
215, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 275–5890
Fax: 274–5686

Canada Beef Export Federation
235, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 274–0005
Fax: 274–7275

Canada Pork International
1101, 75 Albert Street
Ottawa, ON
K1P 5E7
Telephone: (613) 236–9886
Fax: (613) 236–6658

Canadian Cattlemen's Association
215, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 275–8558
Fax: 274–5686

Oilseeds

Alberta Canola Producers Commission
170, 14315 – 118 Avenue
Edmonton, AB
T5L 4S6
Telephone: 452-6487
Fax: 452--6933

- *Cooking with Canola*
- *Working Your Way The Fast Maze*

Alberta Safflower Growers Association
Box 419
Warner, AB
T0K 2L0
Telephone: 624–2134

Canola Council of Canada
301 – 433 Main Street
Winnipeg, MB
R3B 1B3
Telephone: (204) 982–2100
Fax: (204) 942–1841

Poultry

Alberta Chicken Producers Marketing Board
11826 – 100 Avenue
Edmonton, AB
T5K 0K3
Telephone: 488–2125
Fax: 488–3570

Alberta Egg Producers Board
15, 1915 – 32 Avenue NE
Calgary, AB
T2E 7C8
Telephone: 250–1197
Fax: 291–9216

Alberta Hatching Egg Marketing Board
14815 – 119 Avenue
Edmonton, AB
T5L 2N9
Telephone: 451–5837
Fax: 452–8726

Alberta Turkey Growers Marketing Board
202, 8711A – 50 Street
Edmonton, AB
T6B 1E7
Telephone: 465–5755
Fax: 465–5528

Canadian Egg Marketing Agency
P.O. Box 69038, Place de Ville
Ottawa, ON
K1R 1A7
Telephone: (613) 238–2514
Fax: 1–800–700–0083

- Educational resources
- Current science on fats
- Information on eggs

Specialty Crops

Alberta Pulse Growers Commission
Bag Service 47
Lacombe, AB
T0C 1S0
Telephone: 782–7838

Alberta Wild Rice Growers Association
c/o 11708 – 167 Street
Edmonton, AB
T5M 3Z2
Telephone: 455–9909
Fax: 455–0215

Saskatchewan Pulse Crop Development Board
Home Economics Consultants
A5A – 116 – 103 Street East
Saskatoon, Saskatchewan
S7N 1Y7
Telephone: (306) 664–8758 or (306) 652–2691
Fax: (306) 664–4404

Saskatchewan Pulse Crop Development Branch
Box 516
Regina, Saskatchewan
S4P 3A2
Telephone: (306) 781–7475
Fax: (306) 525–4173

Miscellaneous

Alberta Sugar Beet Growers Marketing Board
4900 – 50 Street Box 190
Taber, AB
T0K 2G0
Telephone: 223–1110
Fax: 223–1022

Alberta Sugar Company
Box 1909
Taber, AB
T0K 2G0
- Recipes for Young Adults

Canada Safeway Ltd.
100, 7612 Fisher Street SE
PO Box 640, Stn M
Calgary, AB
T2P 2J4
Telephone: 258–8866
Fax: 258–8882

CSA
178 Rexdale Blvd.
Toronto, ON
M9W 1R3
Fax: (416)362–0362

Canadian Sugar Institute
10 Bay Street, Suite 620
Toronto, Ontario
M5J 2R8
(416) 368-8091

Alberta Special Waste Management Corp.
610, 10909 Jasper Avenue
Edmonton, AB
T5J 3L9
Telephone: 422–5029 or
1–800–272–8873
Fax: 428–9627
Recycling Branch
Telephone: 427–5838

OTHER AGENCIES

Utility Companies

Alberta Power Limited
PO Box 2426
10035 – 105 Street
Edmonton, AB
T5J 2V6
Telephone: 420–7612
Fax: 420–3483

The City of Calgary
Home Economist
PO Box 2100, Stn M
Calgary, AB
T2P 2M5
Telephone: 268–2923

Edmonton Power, Customer Services
Main Floor, Capitol Square
10065 Jasper Avenue
Edmonton, AB
T5J 3B1
Telephone: 448–3015

Canadian Western Natural Gas
909 11 Avenue SW
Calgary, AB
T2R 1L8
Telephone: 245–7110
Fax: 245–7400

DISTRIBUTOR DIRECTORY

The entries in the Distributor Directory are arranged alphabetically by code.

CODE	Distributor/Address	Contact Via
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T6B 2N9	403–440–7777 Fax: 403–440–8899 1–800–352–8293 http://www.ccinet.ab.ca/access
AHMA	Educational Institute of American Hotel & Motel Association 1407 South Harrison Road P.O. Box 1240 East Lansing, MI 48826	517–353–5500 Fax: 513–353–5527 1–800–344–4381 Fax: 1–800–349–0323
AH	Alberta Health USA Environmental Health Services Area Services Division 14th Floor, 10025 Jasper Avenue Edmonton, AB T5J 2N3	403–427–2603 Fax: 403–427–2511
BIC	Beef Information Centre 216, 6715 – 8 Street NE Calgary, AB T2E 7H7	403–275–5890 Fax: 403–274–5686
CLV	Classroom Video Unit C, 9005 Centaurus Circle Burnaby, B.C. V3J 7N4	604–420–3066 Fax: 604–420–3095 1–800–665–4121 Fax: 1–800–665–2909
CRF	Canadian Restaurant and Foodservices Association 316 Bloor Street West Toronto, ON M5S 1W5	416–923–8416 Fax: 416–923–1450 1–800–387–5649
DNC	Dairy Nutrition Council of Alberta 14904 – 121A Avenue Edmonton, AB T5V 1A3	403–453–5942 Fax: 1–800–252–7530 Fax: 403–455–2196
JWS	John Wiley & Sons Canada Ltd. See LRDC *Buyers Guide* for Information	
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	403–427–5775 Fax: 403–422–9750 http://ednet.edc.gov.ab.ca/lrdc

Distributor Directory (continued)

CODE	Distributor/Address	Contact Via
MHR	McGraw-Hill Ryerson Ltd. See LRDC *Buyers Guide* for information	
MLC	Magic Lantern Communications Ltd. 19949 – 56 Avenue Langley, BC V3A 3Y2	604–530–2602 1–800–263–1818 Fax: 604–530–2603
NBS	National Book Services 25 Kodiak Crescent North York, ON M3J 3M5	416–630–2950 Fax: 416–630–0274 1–800–387–3178 Fax 1–800–387–6697
RED	Red Deer Regional Health Unit 2845 Bremner Avenue Red Deer, AB T4R 1S2	403–341–2100 Fax: 403–341–2196
SMC	Sport Medicine Council of Alberta 11759 Groat Road Edmonton, AB T5M 3K6	403–453–8636 Fax: 403–422–3093
TRC	Training Resource Centre Grant MacEwan Community College City Centre Campus Room 5–309, 10700 – 104 Avenue Edmonton, AB T5J 4S2 • Memberships must be purchased.	403–497–5475 Fax: 403–497–5677

FOODS

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Foods.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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  Components of a Student Learning Guide J.3
  Strategies for Developing Student Learning Guides J.4

STUDENT LEARNING GUIDE TEMPLATE J.5

SAMPLE STUDENT LEARNING GUIDES

FOD1010 Food Basics J.11

FOD1050 Fast & Convenience Foods J.17

FOD2160 Food Venture J.23

BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

   This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

   In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

   This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

   This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

   This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is "successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

   Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

   This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

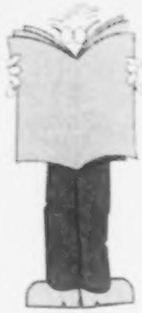
A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template," pages J.5–10). Several sample student learning guides are also provided in this section (see "Sample Student Learning Guides," starting on page J.11.

CAREER & TECHNOLOGY STUDIES

SAMPLE STUDENT LEARNING TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

WHEN SHOULD YOUR WORK BE DONE?

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

WHICH RESOURCES MAY YOU USE?

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•
•
•
•
•

ACTIVITIES/WORKSHEETS

CAREER &
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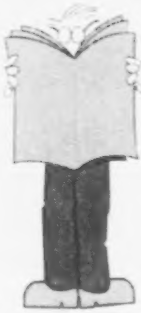
FOODS

SAMPLE STUDENT LEARNING GUIDE

FOD1010 Food Basics

WHY TAKE THIS MODULE?



Here you begin your adventure into Foods.

- Taste gourmet delights you prepare while learning the basics of successful cooking and the benefits of healthy food choices.
- As you gain confidence in your cooking, you can share your results with family and friends.
- Knowledge gained here can enhance your daily living skills and may open doors to career opportunities.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, your enthusiasm and a willingness to learn will ensure success.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe factors relating to:
  - food safety
  - safe handling of tools and equipment
- demonstrate working knowledge of a food preparation facility
- demonstrate knowledge and skills in the planning, preparing and evaluating of basic foods
- describe food choices in relation to Canada's Food Guide to Healthy Eating
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module.	
When you have done this, you percentage mark for the module will be determined as follows:	
• Written assignments and tests	20%
• Practical experiences	60%
• Career/Portfolio	20%

WHICH RESOURCES MAY YOU USE?

- *The Best You Can Be* - Red Deer Regional Health Unit
- *Canada's Food Guide to Healthy Eating*
- *Discovering Food* - Maxwell Macmillan Canada
- *The Eating Edge*
- *Food Focus, Nutritional Analysis Program*
- *Food for Today* - Maxwell Macmillan Canada
- Various Safeway Publications - Canada Safeway Ltd.
- Videos and teacher resources.

FOD1010 Food Basics

ACTIVITIES/WORKSHEETS

1. Read the following activities and with the help of your teacher, fill in your **calendar** indicating when you will complete each activity.

2. Read the information on kitchen safety (texts and local resources), and/or view a film to **complete** on of the following:
   - design a safety poster to display on bulletin board

     OR
   - prepare 10 true/false test questions and give the safe solution for the false questions

     OR
   - complete the safety worksheet found in the files.

3. Prepare a **demonstration** (or arrange a guest speaker; e.g., school nurse) showing the first-aid treatment required for one of the following:
   - burn
   - cut
   - choking on food
   - electric shock
   - poison (four types).

Bonus

Complete the "Home Safety Checklist" in your home and have a parent sign it. And/or Write a paragraph describing a personal experience involving a kitchen accident. Be sure you include how it happened, the steps taken at the time of the accident and how a reoccurrence could be avoided.

4. Discuss hazardous products symbols. Find examples around the room and complete the "Hazardous Products Symbols" **worksheet**. (Micro-organisms and hazardous products may be taught in science - check previous knowledge in this area.)

5. Study the information on safe food handling and plan safe, nutritious **bag lunches** for one week.

6. **Write a Safety Test**. If you receive less than 80%, redo the test. If you receive 80 – 100%, hand in your test with all corrections made in red.

7. **Prepare food** to illustrate your knowledge of safety; e.g., blender drink and nachos or one of the bag lunches planned in Activity No. 5. Write down the safe kitchen practices used. Deduct the cost of food preparation from your budgeted amount of money for this unit. Be sure to complete the student self-evaluation of this lab activity.

FOD1010 Food Basics

8. Write a short factual **report** (50 – 100 words) from personal experience or research on the consequences of not practising hygienic routines causing one of the following:
   - food-borne illness
   - loss of job
   - business closure.

9. Watch a **teacher demonstration** (e.g., quickbread) and make a special note of:
   - personal and equipment hygiene
   - kitchen and lab routines
   - measuring techniques
   - reading a recipe
   - clean-up procedures.

   (You may be assigned a map of your kitchen or lab facility to complete, a worksheet on measuring and/or an assignment on names and uses of kitchen equipment.) A game is a good way to review the location and names of equipment in the kitchen.

10. Plan and **prepare** muffins demonstrating your knowledge of the skills demonstrated. Complete all banking procedures and a self-evaluation.

11. Pick up your copy *Canada's Food Guide to Healthy Eating* and be prepared to lead a class discussion on one of the facts in this guide. (See your teacher for your assignment.)

12. Record everything you ate for one day and complete an **analysis of one day's food intake**. Indicate the food group to which each food item belongs. Were you short any servings? How will you improve your daily food intake? What influences does the food you eat have on your appearance, your athletic ability and your mental alertness?

13. **Plan and prepare** food from all four food groups. This activity may be scheduled for two, three or four labs depending on time available. Be sure to complete banking procedures and self-evaluations at the conclusion of each preparation.

Bonus

Choose a recipe to prepare and indicate the changes you will make to improve the nutritional value of the product. This could be completed at home or at school. See your teacher for details.

14. In consultation with your teacher, decide on an ongoing **personal project**, which you will continue throughout the Foods modules. Some ideas include:
    - a portfolio of journal
    - an analysis of your own food habits
    - determine ways to reduce waste in food preparation
    - explore food-related career interests by job shadowing or work experience
    - sample as many foods from other cultures as possible
    - enter all your favourite recipes on your home computer
    - student suggestion - must be approved by teacher.

15. Complete your **Reflective Log** at the conclusion of this module.

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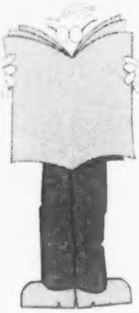
FOODS

SAMPLE STUDENT LEARNING GUIDE

FOD1050 Fast & Convenience Foods

FOD1050 Fast & Convenience Foods

WHY TAKE THIS MODULE?



- Our current fast-paced lifestyle, combined with concerns for a healthy lifestyle, make this module a "must."
- Discover how easy and economical it is to prepare your own fast food delights.
- Learn some tips for using the information on food labels to help you choose foods for healthy living.
- The skills learned in this module may be applied to everyday living and career choices.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: FOD1010: Food Basics

To work successfully in this module you must also be able to:

- work in a safe, sanitary fashion in the kitchen
- apply knowledge and management skills to food preparation
- use *Canada's Food Guide to Healthy Eating* when choosing food.

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FOD1050 Fast & Convenience Foods

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and compare the variety and availability of fast foods and convenience foods
- prepare various fast foods and simple convenience foods
- identify decisions, and evaluate food choices, relating to fast foods and convenience foods
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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FOD1050 Fast & Convenience Foods

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, you percentage mark for the module will be determined as follows:	
• Written assignments and tests	40%
• Practical experiences	50%
• Career/Portfolio	10%

WHICH RESOURCES MAY YOU USE?

- Films, *Fast Food, Fast Food Caper*
- *Canada's Food Guide to Healthy Eating* and *Using Food Labels* – Health and Welfare Canada
- *Discovering Food* – Maxwell Macmillan Canada
- *Fat Budgeting* – Canada Safeway Ltd.
- *Food Focus, Nutritional Analysis Program*
- *Nutrition Labels* – Canada Safeway Ltd.

FOD1050 Fast & Convenience Foods

ACTIVITIES/WORKSHEETS

To demonstrate that you are ready to begin this module, complete either Activity 1 or Activity 2.

Activity 1:

- Show the teacher your journal or portfolio from the Food Basics module, showing you have the entry-level competencies.

Activity 2:

- Do a Safety Test
- With your partner(s), do **one** of the following:
    a. Make up a video of yourselves preparing one of the quickbread recipes provided. Use appropriate equipment and proper techniques for sanitation, mixing, measuring and clean-up.

    OR

    b. Do the same activity as above but demonstrate live.

    OR

    c. Describe the above techniques on paper, mentioning all the points covered in "a."
- Complete a worksheet on *Canada's Food Guide to Healthy Eating*.

1. Complete your calendar with suggested timelines.

2. View the film *Fast Food* or *Fast Food Capers* and complete the worksheet.

   OR

   Visit a fast food outlet. Prior to your visit, look over the worksheet you must complete so that you know what information to obtain from the visit. Fill in the worksheet and be prepared to present your findings to the class. (Consider using a video to record your visit for the class report.)

3. Plan and prepare your own fast food. Choose a fast food that is similar to one you would obtain from a fast food outlet. Compare these "homemade" fast foods with those purchased in a restaurant, considering cost, time spent, energy costs, convenience, flavour and a chance to be creative. Complete all self-evaluation and banking procedures.

4. As a class (or group) list various examples of convenience foods. Put a * beside any your family uses frequently at home. Put a $ beside any your family makes from scratch. Answer the activity sheet "Saving Time in Meal Preparation - Convenience Foods."

5. Observe a teacher demonstration. Compare each of the products using the chart provided.

6. Choose one convenience food item (teacher approval necessary) and prepare this food from scratch, from a mix and from a partially prepared mix. SAVE YOUR CONTAINERS, BOXES OR CANS FOR FUTURE ACTIVITY. Be sure to complete a self-evaluation of your preparations and complete all banking. Evaluate each item prepared and a similar prepared item on Chart A. Thoughtfully answer questions.

7. Another use for convenience foods, rather than using them just as they are, is to use them in a recipe. Often this is a compromise that pleases the person who likes the homemade touch but hasn't time to do the whole recipe from scratch. Prepare and evaluate a different recipe that uses a convenience food in it to shorten the recipe. Complete your self-evaluation and banking.

Bonus

Another way of taking advantage of convenience foods is to use homemade mixes. Obtain the "Easy Mixes" and select a homemade mix to prepare. Make one recipe from the mix and one variation of it. Store the remainder of the mix and when appropriate in the future, use it for a meal or project. Complete your self-evaluation and banking.

8. Read the handout "Food Labels." Using the package labels from the products your group prepared in the previous Activity No. 6, complete worksheet "Food Labelling." Thoughtfully answer the questions.

9. Write a report (50 – 100 words) on the possible impact on the environment of using the different products your group produced. Consider the following:
   - packaging for each
   - energy required to produce the convenience item
   - energy required for you to produce or finish the product.

Bonus

Food Additives

Define food additives.

Are food additives a new concept for modern convenience foods? Explain. Why are additives used in food?

Using the package from the convenience food you prepared earlier, find out what additives are and what they do in the food.

10. Research three possible careers that you might like to pursue should you consider a job in the fast food industry.

11. Give a brief description of what each of the three jobs might entail.

12. Look in the classified section of your newspaper and find three advertisements for jobs related to the fast food industry. Cut them out and attach them to a sheet of paper so they can be handed in for marking.

13. Add to your ongoing personal project (e.g., journal or portfolio), which you started in Food Basics.

14. Complete you Reflection Log for this module and hand it in.

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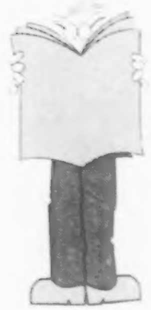
FOODS

SAMPLE STUDENT LEARNING GUIDE

FOD2160 Food Venture

WHY TAKE THIS MODULE?



- Learn entrepreneurship as you test your cooking skills in the marketplace.
- Tempt your friends, school staff and/or community with your culinary expertise.
- Survey the clients, choose a product, plan and prepare your food, and advertise, sell and analyze the success of your venture.
- Have fun as you enter the world of small business and gain valuable experience in food service.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: FOD1010: Food Basics

To work successfully in this module you must also be able to:

- work in a safe, sanitary fashion in the kitchen
- apply knowledge and management skills to food preparation
- use *Canada's Food Guide to Healthy Eating* when choosing food.

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WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe the safety issues relating to the preparation of food for a customer
- show a project plan for a simple food venture
- prepare and evaluate food for a food venture
- describe the personal or career relevance of the competencies developed within the module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module.	
When you have done this, you percentage mark for the module will be determined as follows:	
• Written assignments and tests	40%
• Practical experiences	50%
• Career/Portfolio	10%

WHICH RESOURCES MAY YOU USE?

- *Canada's Food Guide to Healthy Eating*
- *Food for Today* – Maxwell Macmillan Canada
- *SNAP* – Safeway's Nutrition Program
- *Sports Nutrition for the Athletes of Canada* – Beef Information Centre
- Modules in Enterprise and Innovation.

ACTIVITIES/WORKSHEETS

To demonstrate that you are ready to begin this module:

- Complete a pre-test on safety, sanitation and safe food handling. If you receive less than 80%, review the material and rewrite the test. If you receive 80 - 99%, hand in test with errors corrected in red.

1. Read the following activities and complete your calendar. This must be approved by the teacher.

2. Interview three people who work in the food service industry (e.g., personnel for school cafeteria, community/church groups, catering company/community restaurants, fast food outlets, lemonade stand) to determine marketing procedures, assembly-line preparation and commercial sanitary standards. Report your findings to the class.

3. Brainstorm ideas for your food venture; e.g., school cafeteria, parent/teacher interviews, staff luncheon, school events such as tea and fashion show, dinner theatre, school breakfast, breakfast, snacks for ECS, community/church event.

4. Conduct a market survey giving the participants a choice of 10 foods you are considering preparing. The survey should include:
   - a cross-section of the market (male/female, grades, staff, etc.)
   - a variety of foods (drinks, snacks, salads, fast foods, baked goods).

   Analyze this survey to determine your choice of product.

5. With your group, name the company under which your product will be marketed.

6. Write out the chosen recipe(s) and determine unit cost.

7. Planning is all-important. Complete the following:
   - a detailed time plan – When will the product be prepared? Who will be responsible for each step?
   - equipment required
   - cooking procedures – Do you know how to prepare this item? Should you practise?
   - portion sizes – How will this be controlled?
   - market orders – Who will purchase?
   - presentation; e.g., garnishes, utensils, serving dishes, wraps
   - in class or in the cafeteria, practise assembly-line preparation for sandwiches, salads and desserts. Write out a detailed description of the assembly line necessary for your product(s). Who will be responsible for each step?
   - clean-up responsibilities.

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8. Marketing will be the key to the success of your venture. Be innovative.
    - How will you advertise? e.g., posters, P.A. announcements, flyers, free samples (include in the price)
    - When will you advertise?
    - Who will be responsible for the advertising?
    - What should you include? e.g., date, product, cost, location of sale, name of company, location and date of ticket sales (if necessary).

9. Decide on how and when you will set up the marketing centre:
    - to keep hot foods hot and cold foods cold
    - for an efficient assembly line
    - cash centre (including an appropriate float).

10. At the conclusion of your venture, analyze your successes and failures:
    - profit (if applicable)
    - product - good choice or not? - preparation, presentation, timing
    - marketing strategies - What was the most successful type of advertising? Where did it fail?
    - was safety and sanitation a major consideration throughout the production and sale of your product(s)?
    - What alternatives would you suggest for you or for others as they enter into Food Ventures?

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